

OBERLIN

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COVER: Betty Schneider, '75, a cook at Old Barrows Coop, removes the souffles from the oven in preparation for a noon meal. She is one of the current members of the Oberlin Student Cooperative Association, now in the third decade of its always interesting and sometimes controversial existence. For look at coops, past and present, see page 4.

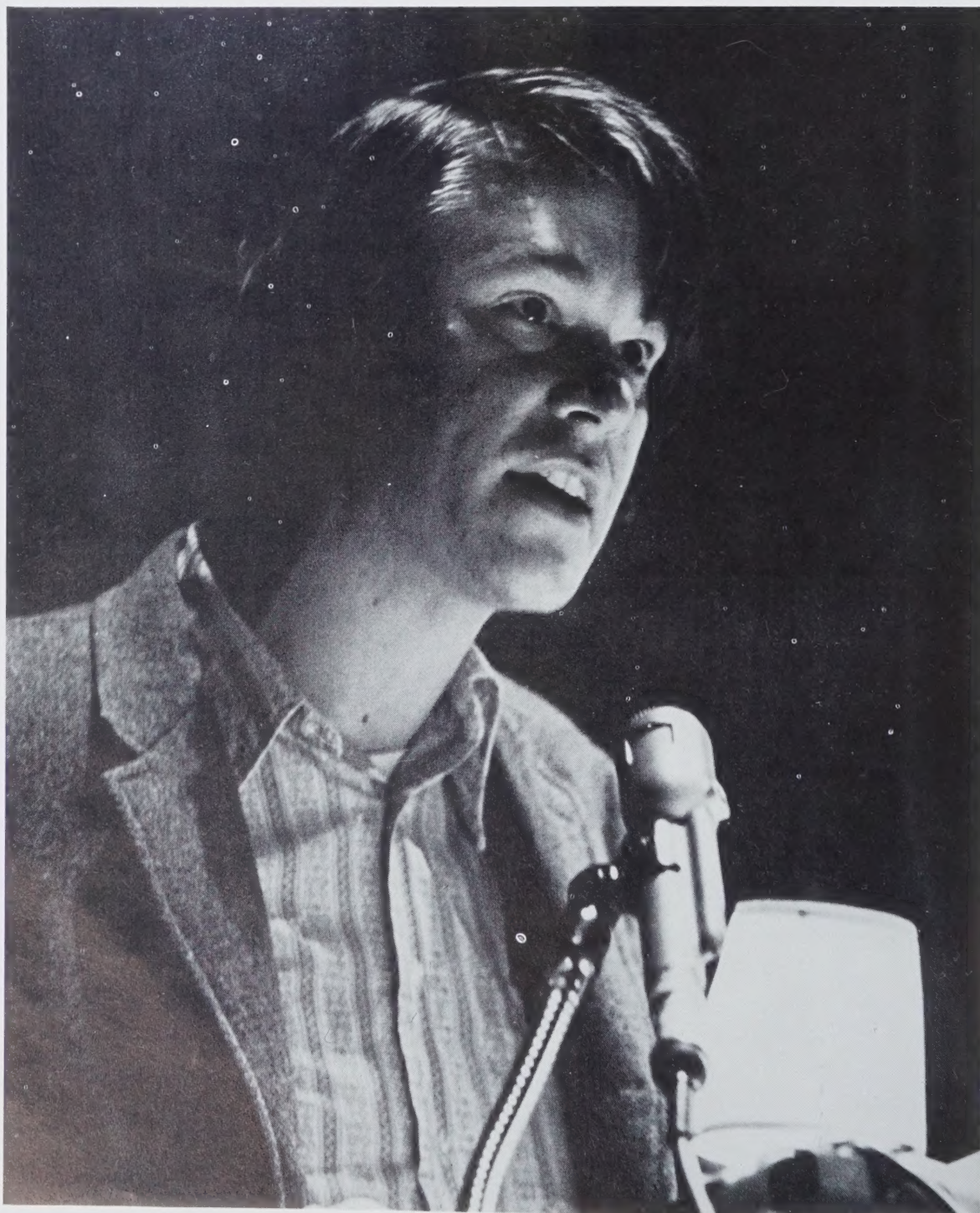
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FULLER RESIGNING AS PRESIDENT FEBRUARY 2

"Citizenship of students, minority groups, women and junior faculty members in the community has to be redefined."



Announcing to the Board of Trustees that he is "deeply grateful for the opportunity to labor and learn at Oberlin College," President Robert W. Fuller, '56, has tendered his resignation effective Feb. 2, 1974, the day before the start of the second semester.

Fuller, who became Oberlin's tenth president in September 1970, discussed the resignation informally with each member of the Board during the week of Nov. 5. On Nov. 7 he mailed an official letter to the trustees and distributed a memorandum to "members of the College Community." The four-sentence memorandum contained the text of the three-sentence letter to the trustees and stated that "serving as president of Oberlin College has brought me many lasting satisfactions and some passing frustrations. I have been enriched by both, and hope that the College Community has been enriched in equal measure."

The trustees, at their Nov. 17 meeting in Oberlin, were expected to accept the resignation, authorize a search for a new president, and appoint an acting president who would take office Feb. 2.

Though campus and town "grapevines" had been predicting since September that the president would be announcing his resignation during the current academic year, the announcement came as a general surprise. When Fuller steps down in February he will have been in office three years and five months, the shortest presidential term in the College's history. President John Barrows, who died in June 1902, held the office for three years and six months.

Fuller, who was appointed president at the age of 33 to become the College's youngest president (Asa Mahan was 35), told the *Oberlin Review* that he never envisaged his stay at more than about four years. Members of the search committee that consisted of alumni, students, faculty and trustees who unanimously nominated Fuller for the presidency in 1970 had the feeling then that he intended to stay at Oberlin for perhaps a maximum of five years. Fuller himself had hinted, perhaps unintentionally, last September that this might be his last year on campus. In reporting that his bicycle had disappeared from the lobby of Cox Administration Building he had noted that

another of his bicycles had been stolen "the last year I was here as a student." He was referring to 1956 when he left Oberlin at the end of his junior year to go to graduate school without completing the requirements for the A.B. degree. Trustee Erwin Griswold, '25, presented Fuller with an honorary A.B. at Commencement in 1971 "upon completion of four years at Oberlin."

In discussing his resignation, Fuller said he felt he had "achieved what I was asked to do when I was appointed." He told the *Review* that the current dispute over governance has made it especially difficult to make any further progress. He also said he was "tired" after being a college administrator for almost six years (he was dean of the faculty at Trinity College in Hartford, Conn., before coming to Oberlin). He and his children plan to move to New York where Fuller's wife, Ann, is teaching mathematics at Brooklyn College and has been spending half of each week this fall. He has no immediate job plans, but sees his unemployment as a chance to pursue some of his own interests.

President Fuller discussed the resignation and the state of the College for more than an hour Nov. 10 at a meeting in Oberlin attended by class agents representing 60 alumni classes. He listed "cultural diversity" as one of Oberlin's major accomplishments during his administration. Achievement this fall of the faculty-approved 1971 goal whereby 15% of the students are non-white "gives us a good situation in racial terms," he said. "Harmony exists here, communications seem good and blacks have come to feel that they own a piece of the College." He pointed to the fact that the College now offers "role models for non-whites" because 15% of the administration and 5% of the faculty are non-white; also, two affirmative action officers are on the job.

Fuller listed improved educational and employment opportunities for women as another achievement. "Repeal of the nepotism rule, adoption of last year's proposals concerning the status of women, and the fact that women are now on the admissions staff indicates a greater recognition of women's needs by the College," he said. He added that last year's Women's Conference and this fall's Men's

Conference contributed importantly to an understanding of women's needs as well as men's.

"We have developed a richer curriculum and a better, more flexible system of evaluation," he said. "Many of the changes aren't visible, but many departments have taken the time and energy to restructure their curriculums." He praised the many changes undertaken by the Conservatory, "the increased student flow between the Con and the College," and the "shifted sense of the student's role in choosing his or her curriculum." "Most faculty now feel this change was warranted," he said.

President Fuller said he chose to leave in February rather than stay until June because he "didn't think that a long lame duck period would serve anybody." He wants to "stay long enough to go through the reallocation process in December" to demonstrate that the new presidential powers voted last June by the trustees will be used prudently.

In predicting Oberlin's future, Fuller said the question of campus governance is one in which the "citizenship of students, minority groups, women and junior faculty members in the community has to be redefined." He believes it will take another 3½ years at least to reach an "equilibrium solution" to the problem and he said he didn't think one whose views are as well known as his is in "the best position to continue as president through this phase." He suggested that governance reform would best be accomplished with a president "who's open on these questions and is a neutral person whose position hasn't already been staked out."

He reminded the class agents that completion next June of the "Outlook for the 70's" campaign will leave Oberlin with a luxurious plant that is the "complete realization of my predecessors' dreams." He said he hoped that plans for the new addition to the Art Museum would soon be authorized. He said a new pipe organ for the Conservatory now is under construction in Holland and that he hopes a new computer would be installed in the Mudd Learning Center prior to next September. He warned that financing this luxurious plant would be a lot harder in the years to come.

By the point of time that I was a sophomore, the whole dormitory scene was beginning to get to me. Every morning I got up, took my plastic pail of toilet articles down to the tile bathroom and washed my face with several of my sectionmates, some of whose names I didn't even know. Then I went back to my room, dressed and hurried over to South Hall, where I got my plastic tray, picked up my plastic food, and ate it at a wood-grained plastic table. Surely, I began to think, there is a better way to live.

Although I didn't realize it then, my negative feelings were merely echoes of the feelings of several generations of college students before me. Like many members of these prior generations, I began to search for an alternative to the style of life presented to me in the dorms, and like many of them, I found the answer by joining the Oberlin Student Cooperative Association and moving into Harkness. In Harkness, I found a place to live, not merely exist: a place where I had a say in what we ate and when we ate it, how and when we were to clean the house and who was to clean it, how and when we as a group would entertain, and I knew everyone's name. I admit that I also found myself scrubbing out stoves and swabbing down linoleum, but somehow it was worth working hard if it meant that I could control, rather than be controlled by, my environment.

By my senior year, I had joined the ranks of those who felt that Oberlin would be a far better place if it could simply be made into a giant coop. By then I had been living and/or eating in Harkness for nearly two years and Old Barrows for one year. Many of the same people I had lived or eaten with in Harkness as a sophomore were still living or eating with me at Old Barrows three years later, a fairly rare occurrence in this area of the maxi-dorm and large cafeterias. I knew the pleasures of living in a house instead of a hotel, the satisfaction of knowing whom to blame when the bathroom rug didn't get washed, the dullness of discussing at great length, with 75 other people, the number of times walnuts should be on the menu in one week. In other words, I knew the benefits and the drawbacks of living in a large extended family, where everyone knew ev-

eryone, and where everyone shared the responsibility for keeping everyone else well-fed, well-housed and happy.

Last year we Old Barrows seniors used to say jokingly that the part of our education we had gained in coop was going to be the most useful to us in the outside world. I, for instance, became a maestro at running an industrial dishwasher, and used to tell others on my kitchen crew that "next year, if all else fails, at least I won't starve." All joking aside, I do think that coop taught me things I would not have known or at least not known so well had I lived in a conventional dorm. I learned something about cooking, a lot about cleaning, but mostly I learned something about doing what the word "coop" implies: I learned to live and cooperate with other people. Coop living provides its participants with an informal, ad-hoc course in what is called "group dynamics" by psychologists and human development people.

Over the years, I have become more and more interested in the whole concept of cooperative living, particularly at Oberlin. I have read, of course, about the history of the Oberlin coop movement and understand fairly well the various trials, tribulations and victories which the movement has experienced. There is, however, a question which remains unanswered in a simple rendition of the facts of the movement — why did they do it? Why did those coopers in the '50's and '60's work so hard and long and against such opposition for these student-run dorms? Did they feel the same way I did — that the conventional dormitory and dining hall system simply didn't satisfy their human needs for friends, fun and a generally pleasant environment? Did they find in their coops the same things I found in mine?

One of the more illustrious coop alumni is President Fuller. A cooper back in the '50's when the movement was in its infancy, he went to Grey Gables because it offered him a "radically different lifestyle" in the comparatively structured and formal atmosphere of the Oberlin campus in the '50's. Stanley Ornstein, '64, now assistant to President Fuller and a former member of Grey Gables and Tank, says the coop lifestyle of the early '60's was also "very distinctive." Bob Haslun, '67, a former Tanker and

DRONES SHALL NOT BE TOLERATED IN THIS HIVE OF INDUSTRY

now assistant director of College information, agrees with Ornstein and Fuller, and even now, when the dormitory system has been broadened to include a wide variety of living options, senior Keeper Paula Shilton says that for her "coop made all the difference about whether or not I liked Oberlin."

What makes the coop lifestyle so different from the norm and sought after by so many? Each generation of coopers seems to have a different answer. For Fuller, the greatest drawing card of coop in the early '50's was the social life it offered. "There was a saying that coops siphoned off the most interesting people," he recalls, "and that it was easier to get to know more people, especially women, in the coops. It was true, too." There was less rigidity to social life at Grey Gables and Pyle, especially between the sexes. "There was a very significant difference in dating patterns," Fuller says. "People ran in groups, not in couples. Of course, couples would form among members of the group, but they tended not to be the exclusive one-to-one relationships which were so prevalent elsewhere. Women were terribly concerned about maintaining their independence and we always went 'Dutch' to the movies or to any other activity which involved putting out money. We weren't thinking along feminist lines, but we were concerned with being equalitarian."

Ornstein also enjoyed the social freedom he found in coop, but for his generation of students the emphasis was not only on informality between the sexes, but also on escaping the

ual style of life and dress," he recalls. "The campus still had dress rules in those days, and we followed them, but in our own unique way. Men would keep a coat and tie at Tank and would slip into them immediately before entering the dining room. There was no attempt made to match the coat with the tie or the tie with the slacks, and it seems to me that they weren't changed too often." By the time Haslun became a cooper in the mid-'60's, coops were setting their own dress rules and customs.

Over the years, coops have had a reputation for being "hotbeds of radicalism" and to some extent this has been true. The picture that Fuller draws of the early years of coop has a distinctly bohemian and folksy atmosphere. This atmosphere continued, to a degree, in the coops of the early '60's. Grey Gables, according to Ornstein, was the campus headquarters for folk musicians, but by this time it was also "the place to be if you wanted to be in the mainstream of activism." Haslun recalls that in his day, "coopers as a group were avant-garde in both campus and national politics." Why coops and activists

seemed to be so drawn to one another is an interesting question. Ornstein believes that there was a self-fulfilling prophecy inherent in this attraction: if you were an activist, you were in coop, because the other activists were all in coop. However, he also believes that the very nature of the coop beast made it draw the type of people who were or would become political activists. "There was more opportunity to treat college dress and social rules with disregard or even disrespect in the coops, and the types of rules that coopers disobeyed were in many ways similar to the political system that the activists wanted to change. The atmosphere of coop was the most comfortable for the campus radicals," Ornstein explains.

Ornstein believes that there was a definite link between the dislike and distrust which administrators had for coops during the '60's, and the fact that the coops tended to be populated by student politicians. "The administration was suspicious of coops as a gathering place, even a breeding place, of dissidence and of disrespect for rules," Ornstein says. He feels that the administration's opposition to

various dining hall dress regulations which many students found oppressive in the early '60's. "We were much more prone than the rest of the campus to assume the shaggy blue jeans look — we enjoyed a more cas-

Coop fauna — both the two-legged and four-legged varieties — await the lunch bell at Old Barrows.



coop expansion stemmed largely from the fact that administrators had no desire to give the radical students more gathering places. Haslun agrees with this assessment and adds that coop expansion was also opposed because "coops had an undeserved reputation for looseness."

Eventually, a study was done by Sociology Prof. Kiyoshi Ikeda on the effects of cooperative living upon Oberlin students. In simplified form, the study found that the coopers were likely to be more involved in extra-curricular activities, although they did not "monopolize" leadership positions; that they were likely to make as good or sometimes better grades than the non-coop students, and that cooperative living while in college had little or no discernible effect on post-graduate lifestyles or careers. When the results of this survey were known, coop expansion became far more acceptable, and by the fall of 1968 there

were four coops: Pyle, Tank, Keep and Harkness, Grey Gables having been destroyed in 1964. As of this fall, the cooperative dining halls number five: last year Old Barrows took Pyle's place as the fourth coop, and this year Baldwin has become a dining coop, although its living space remains open to all upperclass women.

So much for history: what of coops today? Do they still have the same validity on the Oberlin campus that they once did, now that social rules have for all intents and purposes been abolished and living options include various language, program, coed, single sex, single class, four-class and upperclass dormitories? The answer is apparent from the fact that while there are now more opportunities for students to live in a situation of their own choosing, many of them are still choosing coop. Perhaps students no longer need an escape from dress regulations and social rules, but nevertheless coop offers something that is missing from the other housing and dining options.

One of coop's advantages was touched on briefly at the beginning of this article. Today there are relatively few small dining halls left on campus. Talcott, Asia House and the language dormitories have sit-down, family-style dining, but the vast majority of Oberlin students take all or part of their meals in either Dascomb

or South cafeterias, which have earned nicknames such as "the zoo" or "the trough" amongst students. For all their impersonality and hugeness, some students enjoy the opportunity to eat with many different people or, if they wish, to dine anonymously with a group of strangers. Others, however, find the situation less than pleasant: Paula Shilton found "the whole thing just too much." For this reason, many students try to eat at one of the smaller dining halls or in coop.

The advantages of eating coop-style instead of in a small, Hi-Continental-run dining hall are many, according to coop adherents. Senior Lewis Maldonado, who is in his third year at Harkness, explains that "the food is just plain a step up from Hi-C. In fact, it's pretty good at coop." Further, most coopers agree that the intimacy which exists between coopers is greater than that which exists between Hi-C boarders in other dining halls.

The explanation for this greater intimacy, both Shilton and Maldonado agree, lies largely in the fact that coops are self-operative: that is, the students are totally responsible for maintaining the dining room and the house, for ordering and preparing food, and for cleaning up afterwards. "Working together is very important," Maldonado says. "You develop a team spirit with people when you work with them, and you become friendly with people whom you might otherwise never know very well." Shilton has found that "some of the most fun times are when you're out in the kitchen, scrubbing pots and singing along with the radio."

The belief in "learning and labor" lingers on in the coops: although coopers may be slow to consciously recognize it, the fact that members must earn their keep is probably one of coop's most attractive features. Coopers rarely mention saving money as the main or even secondary reason they joined coop; yet when they think about it they will admit that saving money through performing the labor necessary for your upkeep is an attractive part of coop. Both Charles Lippy, assistant professor of religion and a former house director at Tank, and Maldonado feel that coop jobs provide not only a chance to meet other people and a rest from academic work, but also satisfy the urgings

Volleyball is a traditional coop pastime, serving both as pleasant recreation and as an outlet for the competitive spirit which exists between the five coops. Here Harkness people practice for their next game against Tank.



of "the Puritan ethic" with which most young people were raised.

Another explanation for the greater intimacy of coops is that coops tend to be somewhat self-contained: a good percentage of the people who eat in a coop one year will be eating and/or living in the same house the next year. Lippy feels that this continuity is important in coop relationships. He points out that if one per-

son feels distaste or anger at another person in coop, he cannot simply walk away and avoid that person as he could in a larger dorm or dining hall. Instead, the two are forced into close proximity and are forced to deal with their feelings. Frequently, Lippy feels, this results in friendships developing out of initially bad relationships.

How does the system of student-management work? Amazingly well, according to both student members and their house directors. Lippy, who replaced Mrs. Miriam Packard at Tank, came to Oberlin last year from Princeton, where he had worked in conventional dorms while earning his Ph.D., and approached the job of Tank director with more than a little trepidation. "I couldn't believe it would work," he recalls. "I couldn't fathom taking on all aspects of dorm management as an undergraduate. I couldn't believe that meat would get ordered, that the living space would get cleaned up, that meals would actually appear on time, if at all. I couldn't believe there

were students who had that kind of expertise. And I was amazed when it all worked."

Three of the five coops do have a house director. Old Barrows and Baldwin do not. Neither Harkness nor Old Barrows has a professional cook, although Tank, Keep and Baldwin each have a cook who comes in for two hours each day, doing the lunch preparations with assistance from students and making any preliminary dinner preparations that are necessary. Mrs. Eva Rimbert and Mrs. Gladys McMickens, or "Mrs. Mick," as she is known, are long-time and well-loved cooks at Keep and Tank, respectively. Energetic and popular Mrs. Gertrude Gibbs has traveled over the years from Harkness to Old Barrows, and most recently to Baldwin, but has worked with many of the same students in her various dorms and is very much a fixture of coop kitchens. Until Pyle became a natural foods dorm in 1970, Mrs. Ella Thompson was the long-term cook there.

The house directors tend to main-

Another coop pastime, less enjoyable but just as durable as volleyball, is spring cleaning. During April each coop sets aside a weekend for sweeping, mopping, polishing, dusting, washing and generally slicking up their building. Traditionally, the weekends have taken on something of a carnival atmosphere, with music to work by, gallons of beer to make the labor seem more palatable, and a party or picnic at the end of the job.



tain a low profile in terms of administering or managing the student dorms. "I felt that I was living in a students' dormitory, and if adjustments had to be made in lifestyle, it was my business to make them," Lippy says. Katrine Baxley, '28, house director at Keep, agrees with Lippy. Mrs. Baxley views herself as a member of the coop, not as "a straw boss." "Women with an eye towards being a director will come in here to look around," Mrs. Baxley relates, "and see a wonderful field for managing. They will feel mystified that I don't want to use this golden opportunity to prove my skills at management. But I try to remember that coopers are primarily *students*. I don't expect a boy to come back in the middle of a physics experiment to dust the parlor. It's a battle sometimes between the part of me that wants to direct in excelsis and the part of me that realizes that effective coops run themselves."

This, however, does not mean that coop directors feel that they are unnecessary adornments. Both Lippy and Mrs. Baxley believe that the di-

rector adds a very valid dimension to coop living. Lippy, as a professor, thinks that he added a new dimension to the perceptions many students have of professors. "Living in Tank helped alleviate for both the students and myself the artificial barriers which exist between students and faculty. They saw that I wear tee-shirts and bathrobes, and that my hair isn't combed when I wake up in the morning. For myself, living in Tank made me much more aware of what the various pressures were outside the classroom, and therefore I could be more sensitive to why certain things were going on in the classroom. I knew what times of year bred tensions and problems, and could adjust my teaching accordingly. For instance, I realized that the end of the year brings an incredible academic crunch and attendant pressures, and so this year I was careful to have things due before the last few weeks of the semester in my courses."

Mrs. Baxley, while not seeing herself as a general surrounded by privates, thinks that at times her presence has been a definite boost to the efficient running of Keep. "I lose my temper twice a year," she says, "and express my opinion with certain well-chosen adjectives such as 'scabrous' or 'insufferable.' I think it usually has a good effect on the other coop members, since I don't do it often!"

Both Lippy and Mrs. Baxley say that their friends and colleagues sometimes ask "How can you stand it — living with students all the time?" Their answer is that they enjoy living with young people and that the advantages outweigh the disadvantages. Lippy says, "As a single person, Tank provided me with a marvelous extended family and impor-

tant breaks in the academic routine. Living with others recalled to me my own humanity, and gave me a chance to know some really marvelous people quite well." He does think that being a house director is an enormous time commitment and doubts that a professor could handle it at all stages of his career. This is an especially busy year for him, so he relinquished the directorship of Tank at the end of last year. Another Princetonian, James Antal, a religious intern in the Campus Minister's Office, now holds the job. Mrs. Baxley now has been at Keep for eight years and feels very much at home. She recounts how one visiting parent asked her "just what *exactly* her function was?" Did she order the food, plan the menus, clean the house, or plan social events? After answering all this with "no," a friendly student came to her rescue. "She just lives here, like the rest of us," he explained affectionately. Mrs. B., as she is called, considers that a compliment and a bonus of living at coop.

To tell the story of coop in its entirety would take volumes and would necessitate talking to all the hundreds of individuals who have actively sought the chance to wash their own dishes and clean their own bathtubs in return for a feeling of home and community. Coop is not Utopia: as Maldonado says, you can be lonely in coop, too. However, it is at least a place where the faces are familiar and the atmosphere familial on what can sometimes be an impersonal campus. The essential spirit of coop and its continuing value to Oberlin students is well-expressed in this excerpt from the 1954 *Hi-O-Hi*: "Oberlin Coops: home of learning and labor in the most realistic sense — home of green alfalfa cereal for breakfast and of pizza pie and borscht for Sunday night supper; of canasta-red table tops in the dining room and Tom Lehrer recordings on the phonograph in the parlor, of sophomores singing folk songs with seniors while up to their elbows in the pots and pans sink . . . Meetings see coopers participating in heated debates over membership policy, over what percentage of butterfat the milk should contain, and on how to formally install the new janitor. Even with all these problems, the dominant spirit of coops continues to grow and to fulfill the needs of its members."



Katharina Bruner, Harkness house director and studio art graduate student, lends her talents to the beautification of the Harkness dining room. Katharina and her husband, Jere, assistant professor of government, live, eat and share dorm management responsibilities with students at Harkness.

REPORT OF THE VISITING COMMITTEE IN HUMAN DEVELOPMENT

Condensed from a report distributed this fall to the General Faculty. The visiting committee was chaired by Nevitt Sanford of the Wright Institute. Members were Mihaly Csikszentmihalyi of the University of Chicago, Ralph Mosher of Boston University, Edith Seashore of Washington, D.C., and Edward Tyler, M.D., of the University of Wisconsin. Dean of Students George H. Langelier is director of the Human Development Program.

Oberlin, while much more fortunate than other colleges in terms of faculty, students, traditions and material resources, is facing the same problems that all institutions of higher learning are facing these days. The specific problem the Human Development Visiting Committee was asked to analyze is one that involves a certain ferment on the part of some faculty and some students who are searching for paths to learning that they feel are more personally meaningful.

This desire for educational renewal is, we feel, a positive goal. It is a sign of institutional health that those who are in charge of the institution are well advised to heed. While on many campuses the inevitable discontent of a certain proportion of the community leads to anti-intellectual rebellion or equally anti-intellectual apathy, at Oberlin it has become channelled into a promising movement for intellectual innovation. We feel that by supporting this movement, the College might not only satisfy a minority of students who are now partially alienated, but it will also serve the long-range interests of the community as a whole. Survival these days may depend, more than

ever, on flexibility in adapting to new realities.

Our basic recommendation is that the Human Development Program be retained and strengthened and made a central part of an expanding program of educational experimentation at Oberlin College. We base this recommendation on what we have observed of the virtues and benefits of the program, and of the ways in which it compliments other features of the Oberlin curriculum. It's clear to us that it is meeting the needs of a significant number of students; we note particularly their need to find meaning in what they are doing, and their need to take charge of their own education — twin goals which they see as a means of increasing the humanizing effects of learning.

The sponsors of the existing Program have not served themselves well by trying to define it primarily as the study of the self. Much is gained in the courses in addition to increased self-understanding or self-awareness. Students do gain increased self-understanding and they do benefit from being able to see themselves as others see them, but they are also learning something about how to understand other people better. Their sensitivity is increased by participating in a setting where people do not feel a need to disguise themselves. Many of them find that some of their stereotypes of people are corrected. An example is one young woman's story of how she attained an entirely new relationship with her father as a result of her experience in one of the courses. She saw him as a person for the first time and she began asking him questions which nobody had ever asked him before. He was delighted to have somebody to talk

with about some matters that really concerned him. They discovered each other, overcoming an alienation that had persisted ever since she reached puberty.

Students, in general, also learn something about the processes of human interaction. They learn something about group processes and they gain the experience of acting in groups. They find, after a time, that they can express themselves in front of others concerning matters about which they feel deeply (racism, sex roles, their special religious heritage and experience). They learn that it is all right to show their ignorance in these classes and thereby they increase their chances of learning something. Since the Human Development classes provide a setting in which the professor can sometimes be an authority and sometimes a teacher who leads students into a subject that is not his specialty, they learn something about authority and authority relations.

We found no signs that the courses are harmful in any way; nor did we find inappropriate activities that might turn the classrooms into "growth centers," "encounter groups," or "sensitivity training sessions." It might be added here that it would take a lot to harm these students anyway. They have tremendous intellectual capacity and capacity to survive. If they were fragile they easily could have been damaged already by their regular courses which, in the traditional vein, are taught in a value-free way, with an almost exclusive emphasis on the rational, the scientific, the objective. To be exposed to nothing but this sort of intellectual fare can be limiting or even damaging, for students can easily get the impression that whatever is, is good; that the knowledge and skills they acquire are supposed to serve the status quo, or the values of those who have the most power or money. Small wonder that many able and idealistic college students become successful cynics, or else drop out.

It is ironic that many of the rather modest demands or needs that students believe are being fulfilled through the Human Development Program used to be met in the normal course of events at times when colleges were more humane places. Students are asking to examine questions in addition to the exclusively

academic ones; they want to talk and interact at length with one another, and they want to connect both their disciplinary study and their more "topical" discussion to their own lives. They are asking, in brief, for an opportunity to make personal meaning of their academic curriculum and impinging social issues. Many of these things that students value were taken for granted in the college of Pre-World War II. Students could then depend on their living groups, their durable friendships, and their personal relationships with faculty as means for gaining a sense of themselves and some elementary understanding of people and how to relate to them. In the impersonal world of today, it is necessary to reconstitute deliberately the communities we have lost.

Contrary to what we might have expected, the Human Development Program involves no threat of anti-intellectualism. We saw no signs that students were being led down the garden path to premature impulse expression or into any of the current anti-intellectual ideologies. Many students reported that the Human Development classes stimulated a desire to read not only the material listed for the class in question but what is required for other courses as well. The Human Development courses are not devoid of content or without concern for conceptualization. There is concern with those aspects of knowledge that can be transferred or generalized. Much of the discussion is in terms of the reading; and some of the fieldwork is on a par with what would be found in a good graduate school. That is to say there is significant learning in situations chosen or designed for the purposes of the course. It is fair to say also that some students have very clear notions of how their experience in Human Development classes may be useful in their future professional work. The reference here is not only to students who want to go into social work, but also to students who are proposing to go into medicine or law. They see that knowing something about how to relate to people is fundamental to what they imagine themselves doing in the future.

At an early stage of our visit it occurred that it might be well to consider expanding the program in the direction of including more content

from the vast area which some of us call "the study of human development." But we found that this is not what the students we interviewed are really asking for. They are asking for the kind of pedagogy that they get in most of the Human Development courses. When one considers the courses from the point of view of the organization of knowledge it is not easy to see what holds them together. It is clear that they are addressed to problems and issues about which many students are concerned. In one sense these problems and issues are indeed developmental: sex role and identity, race, justice and personal religion pose issues for each student generation — perhaps in different topical forms — and how these issues are resolved is highly significant for development. But the courses belong together mainly, we believe, because of the way they are taught. An essential feature of this pedagogy — which is favored by the relative smallness of the classes — is the willingness of the teacher to reveal himself or herself, which means that the relationships between teachers and students naturally become more egalitarian and personal than in the usual classroom situation. When teachers allow their values to become apparent students are encouraged to express their own, and so to test their validity in group discussion. This is not group psychotherapy. It is one of the oldest forms of teaching, practiced in Athens 25 centuries ago. The difference lies mainly in the fact that whereas a student in these classes does get some comments upon the feelings he or she expresses, these comments are not — as in psychotherapy — connected with past history, nor spoken of in terms of their consistency with the personality the student brings to this setting. Thus the students are not treated as if they were "cases," calling for interpretation. It would be inappropriate to call this work psychotherapy anyway because the problems the students bring for discussion are typically such everyday human problems — ethical dilemmas perhaps most often — that no one would think of a need for some special psychotherapeutic technique.

The staff of the Human Development Program seemed quite flexible. They modify their teaching techniques from time to time and, as a

group, they seemed more than willing to see students taking "hard" courses in the regular curriculum. There was no insistence that everything had to be "human development," or any suggestion that if a student had "human development" he had everything. One of the best features of some of these courses, it seemed to us, was the germinal effect they had on many students who for the first time were awakened to the importance and the beauty of intellectual inquiry, which they then pursued in more traditionally-oriented academic courses. Another positive feature of this pedagogy was the kind of team teaching in which one teacher served as an authority on aspects of the subject under discussion while the other teacher, not a specialist in the subject, led the class in accord with the pedagogy we have described. That a professor can teach without special authority is a principle that was put to good use by Joseph Tussman in his experimental college at Berkeley. A professor of Engineering was happy to join the company of five teachers and approximately 110 freshmen who studied the highlights of Greek Civilization because, as he said, he had always felt deprived of a good liberal education and was especially curious about the Greeks. He was a most effective teacher; and he was fond of saying that nobody in the college learned more than he did. Perhaps a professor needs to be expert in *something*, or at least reasonably sure of himself, in order to embark upon an adventure of this kind; but at colleges like Oberlin most professors have demonstrated their scholarly expertness long since and many, we expect, would enjoy team teaching and the opportunity for self-development that it affords.

It seems quite proper that the Human Development courses be given for credit. We justify this not only on the grounds that academic content is learned, albeit not in the most usual way, but on the grounds that at Oberlin the primary way to get students together for meaningful activity, it seems to us, is to offer credit — otherwise their time will be completely filled with things that are for credit. Every department is capable of filling any student's time completely, and they often give the impression that they would be happy to do just

that. The students we interviewed made it very clear that they cannot do, by themselves, the kind of thing that is done in the Human Development classes. It might be suggested that Oberlin students, like many other middle-class students today, have not had enough experience in doing things for themselves. For most of their lives in school everything has been organized for them and they needed only to transport themselves or be transported to the proper place. The contrast is with young people who grow up in the streets and have to depend on each other to get things going. The Human Development Program offers the promise of helping to restore a much needed sense of responsibility and initiative with respect to the acquisition of knowledge.

We approve strongly of the interdisciplinary nature of the Human Development Program. We have observed extraordinary combinations of people with different backgrounds working together, and we have found it very refreshing. The team teaching that takes place in the Program has a great deal to recommend it. The major weakness of the program, as we see it, is its lack of adequate conceptualization. As we have already indicated, it is not right to conceptualize the Program solely as the study of the Self. We can appreciate the need to show that Human Development courses, like all other courses at Oberlin College, have academic content. But the question is, content for what? In a liberal college, we should think, it is up to each teacher to say what his course contributes to the student's self-development. Surely the teachers of the Human Development courses can undertake this task. They need to say very clearly what it is that the students get from these courses and, more particularly, which features of a given course favor what desired changes in students. In short, the Program ought to be conceptualized in accord with a theory of human development through education.

Not everybody who is teaching Human Development courses does it very well. This has been freely admitted by the teachers. They understand, as we do, that they have undertaken something very difficult and that all hands can learn to do it better. Some are teaching content areas

of which they have insufficient mastery. This is far from being all bad, for, as noted above, teachers and students can learn together, with advantage to the development of both. But the program needs more experienced people. The pedagogy could be even more effective than it is at present when practiced by seasoned scholars and scientists.

We would like to suggest that the Human Development Program be considered a part of a larger effort at Oberlin College to study itself with a view to arriving at a clear definition of its mission, and at a set of plans for carrying it out. A viable institution must expend some of its effort, energy and resources in predicting and reacting to changes before these become crises. To avoid disruptive crisis-propelled changes, there must be mechanisms for changing constantly and in an orderly fashion. Pruning is critical for growth as the institution constantly updates its priorities.

The current Human Development courses at Oberlin should be looked upon as a vital expression of a need for change that has been identified by a number of students and responded to by some faculty. It behooves the rest of the faculty to understand what features of this innovative educational experience might be usefully adapted to their own courses.

As priorities change, the institution with its great investment in its faculty must accept the responsibility of assisting the individual faculty member in the development of new teaching skills and methodologies more adapted to the changing needs of new generations of students, as well as assisting in the updating of content knowledge. Existing educational offerings as well as new ones need to be periodically evaluated against explicitly stated and measurable objectives. The current Human Development Program can become Oberlin's stimulus for this self-evaluation process.

Specific Recommendations

We recommend that the Educational Plans and Policies Committee (EPPC) — or some other appropriate committee or commission — take charge of the Human Development

Program and that in so doing it regard this as a part of its larger task of defining the purposes of the College, evaluating all departments and programs on the basis of their contributions to the achievement of these purposes, and encouraging and providing general supervision of new programs.

The kind of teaching that characterizes the courses in Human Development should find a place in various other courses. Any department can develop and offer one or more courses in which the student's personal experiences and attitudes, subjective interests, and classroom observations and interactions are regarded as appropriate data for his comprehending and validating currently accepted scholarly concepts, and in which the teacher allows himself to become visible as a learner as well as teacher and as a human being with questions, doubts, opinions and biases as well as answers and knowledge. Teachers in the humanities and social sciences will have no difficulty in seeing how one or another of their courses could be taught in this way. The natural sciences might seem, at first glance, to present something more of a problem, but it seems to us that if a professor of physics, say, decides to discuss in class the human problems and ethical issues that arise out of achievements in his science, or if, through recounting how discoveries are actually made in science, he shows what a human — sometimes all too human — enterprise science is, he will have caught the spirit of the thing.

The following seems to us a reasonable goal for Oberlin: by 1975 each student will enroll by choice in at least one personal growth or student-centered course during his or her first two years. Such courses should be widely distributed throughout the various departments of the College, but if a department did not wish to take part in this kind of work it could have the option of taxing itself to help support the present program. It might be suggested, for instance, that each department should offer one course a year that meets the spirit of the experimental program. If such a course were not offered, then the equivalent of one course salary would be subtracted from the departmental budget and added to the bud-

get of Human Development. The EPPC might be the body who evaluates courses in terms of meeting the spirit of the Program. A course that meets the spirit of the Program is, in our view, one that is taught in accord with the pedagogy which we believe characterizes the present Human Development courses. We have already expressed the view that the straightforward teaching of academic content may also contribute to human development.

To insure movement toward the goals of this long-range planning one immediate action is called for: the funding of a full-time position in Human Development. The qualifications of such a person should be interdisciplinary interests, strength in the open-ended pedagogy peculiar to the program, rather than specialized competence in a narrow field.

Having insured the continuation of the Program, the EPPC — or an enlarged and updated Commission — should address itself to the task of defining the purposes of the College and considering all the ways and means by which these purposes are being and might be realized.

It goes without saying that in a college with Oberlin's long tradition of liberal arts education every department and every faculty member has an obligation to evaluate current activities and to foster experiments aimed at improving the students' learning experiences. It should be understood, too, that the study of higher education is primarily an intellectual task. Given contending educational philosophies, a range of unexamined assumptions and practices, an outpouring of new knowledge about how students and faculty develop, professors have to bring to the field the same powers of analysis, the same intellectual discipline, that they give to their scholarly work — and, in addition, all their moral sensibility.

A professor, in the midst of the Watergate Hearings, had to call in a TV repairman, who arrived late and out of sorts, and was mumbling something about "these kids." He had had to settle an issue with his small son. "What did you do?" "I gave him a swift kick in the pants." "Is that what you are going to do with this TV set?" "Oh no, this is a very complicated piece of machinery!"

Faculty members at leading colleges and universities are not, as a group, accustomed to thinking about the

various ways in which they influence students; an early task of the Commission should be to create a climate and a setting in which this process of self-evaluation can occur.

The EPPC should think of itself as being responsible for research-and-development in the broadest sense of this term; as a body not unlike that set up in corporations that do not wish to be left behind. It should a) initiate seminars on various aspects of education, b) prepare working papers on educational goals, c) sponsor studies of student development at Oberlin, d) encourage faculty members to experiment with new courses, programs, and methods of teaching, e) evaluate the Human Development and other existing and future programs of the College, f) confront the difficult task of pruning out what is no longer viable or valuable and reallocating people and resources accordingly, and g) take some responsibility for initiating new programs for faculty development.

The reasons for evaluating the Human Development Program and the reasons for evaluating other College programs are essentially the same. What is sauce for the goose ought to be sauce for the gander. We believe the College has the resources to carry out these evaluations, with attention both to conventional criteria of academic achievement and to various other kinds of impact on students. (For example, it may be asked about any course not only what it contributes to intellectual development but also what it contributes to the development of self-determination, moral reasoning, social competence, aesthetic sensibility and so on. And concerning intellectual development it may be asked whether a course or program really affects the way students think or only what they know.) We would call attention also to something that is often overlooked, that is, that educational programs should be evaluated in terms of their impact on the people who carry them out as well as in terms of their impact on people they are supposed to help. The benefits, or harms, of a student-teacher relationship, like those of wife-husband, parent-child, psychotherapist-patient relationships, are *mutual*, and so it is with various agencies and their "client populations." If an experimental program in education can exist only by overworking

its faculty, who soon begin to feel exploited, it should be admitted at once that no good is likely to come of it, but if the faculty of such a program should find it exciting, instructive or otherwise rewarding, one could be quite sure that the students were benefiting too. Even if such a program should "fail" for extrinsic reasons it would be looked back upon, by faculty and students alike, as a major developmental experience.

One way in which student-centered education might serve the faculty is in helping the College prepare for the day when courses that have fully occupied faculty members for some time become obsolete or redundant. It seems to us inconceivable that Oberlin could let a valued professor go merely because students were not signing up for his courses or because his professional specialty was going out of fashion. The College should know how to use his experience, skills, and wisdom — realizing that in liberal education the same goals may be attained through the use of quite different course materials; and he, if he cannot imagine himself facing a class without having mastery of some content area, should set about acquiring it; and if he does this at the same time that students do, and takes the occasion to show them something of how to go about attacking a subject, so much the better.

An institution that values human development will be concerned about the development of all of its members — faculty and administrators as well as students. Some one on the Faculty Council said to us partly in jest that maybe faculty members should take courses in human development. We accent the serious aspect of this. There is evidence that teachers who themselves are developing are the ones who have the most favorable impact on students. The EPPC should take some responsibility for devising programs for faculty development. It might not only consider periods of withdrawal — inside or outside the College —, the possible benefits of looking at teaching in the perspective of accountability, the use of outside consultants, trainers, researchers, helpers, but it might look into some of the newer programs for faculty development which aim at self-insight, the analysis of academic culture and, in that light, changes in structure.

WHAT'S IN A WINTER TERM PROJECT?

by Barbara J. Calmer
Associate Professor of Physical Education

Class meeting in biology at Hiram House.



"We always learn so much more if we vary the experience . . . It's a good opportunity to test our theories on 'how it ought to be' . . ."

The above quotation is taken from the Winter Term project report of an Oberlin College student who participated in the Outdoor Education Program conducted last January with the Oberlin public schools. Although it wasn't possible to test all personal theories, the 19 Oberlin students who selected this as their Winter Term project had a chance to try a few. They spent a concentrated three weeks working in two different

settings with 133 sixth graders, their teachers and their administrators. During that period, many levels and dimensions of creativity were challenged. All the students' past experiences and learned theories in human relations, man's relationship to nature, and man's responsibility to himself were called upon in meeting the many demands placed on them in such a large and intensive undertaking.

The project was conceived in an early November meeting of the faculty-student College-Public Schools Committee, when it was decided to undertake a Winter Term project that would bring high school and college educators together and would also enrich the learning experiences of their students and faculties. The idea

of an outdoor education program was suggested and developed. Although the lack of planning time was challenging, January's Winter Term seemed to be the best time for the project: it would serve college students as an on-campus Winter Term project, College faculty and staff would have a comparatively free block of time in which to work, and the public school curriculum was ready to pick up the second half of the year. Further, January is an exciting time to be in the out-of-doors, especially when you can retreat inside to a heated log cabin with an inviting fireplace.

The site we chose for our campsite had those log cabins, plus many other enticements to encourage our undertaking. It lies 80 miles east of

Flag-lowering exercises at sunset.



Oberlin near the community of Chagrin Falls and is known as Hiram House Camp. The camp, which is used during the school year by the Cleveland Public Schools' outdoor education program, is a United Torch service and a member of the Greater Cleveland Neighborhood Centers Association.

Hiram House Camp was ideal. It has ample dormitory-type log cabins with shower and bathroom facilities, each accommodating 20 to 25 students; a large multi-purpose central building with classrooms, lounges, a large dining hall and modern kitchen. The acres around us had ponds, streams, endless woods, a large western style stockade, a small animal zoo, and a farm with animals and riding horses. It also had an Oberlin-connected history. Frank C. Van Cleef, '04, was one of the camp's early counselors and Camp Director Ken Bonnell's wife (Barbara Brey) received her M.R.E. from the Graduate School of Theology in 1966.

Since this was a pilot project, the committee had many concerns and doubts. What program content would generate sustained interest? What would the Board of Education accept as a proposal? How would the program be funded? Would parents permit their children to take part? Would the public school teachers be willing to serve as counselors and teachers at camp? How many could be spared from the regular school schedule if they would go? The Committee organized its forces and by Christmas Break, nearly all their concerns and doubts were gone or eased, and only hard work lay ahead. Local businessmen, churches, and

service organizations guaranteed funds, the College Winter Term Committee granted the project \$1,000 and the Oberlin College students agreed to pay their own \$35 room and board camp fees. The program was then offered to all sixth graders who wished to take part, regardless of their ability to pay, and the fees of the public school staff were also paid from the project's funds.

The total public school administration and staff — classrooms teachers, social worker, psychologists, principal, ORBIT staff, and the superintendent of schools offered total cooperation in organizing the project and carrying out the program. The college students also made a large time commitment: they spent two weeks in the classroom gaining insights into the behavior, interests and personality of sixth graders before the week at camp. As one Oberlin junior noted, this was time well-spent. "The products of these two weeks were very evident in the outcome of the camping experience. These products were the development of a true empathetic relationship between the children and myself, the development of mutual trust and respect." Each college student was assigned a family of four boys and four girls, for whom he or she became "a parent away from home" while at camp.

At the camp, public school teachers and college students conducted morning classes in biology, Ohio history, and map and compass. Afternoon classes were in arts and crafts, creative writing, music, dance and drama, and campcraft. Evening featured the

usual camp activities of talent show, skit night and stunt night. Through this type of curriculum a child had the opportunity to apply and to learn firsthand knowledge about the world around him or her.

The historical significance of Lorain County, the Western Reserve, and the role Oberlin and Ohio played before and during the Civil War was given special attention in the classroom and at the camp. Particular attention was given to the Underground Railroad and one of its leaders, Harriet Tubman. With the help of the assistant director of the Cleveland Public School outdoor education program, the campers were shown a film of Harriet Tubman's efforts to smuggle blacks to the North and later they re-enacted the story. Each cabin was entered by people representing the slave owner and his men, guns and whips in hand. The campers, in the role of the slaves, escaped into the woods and were sought after, as were Harriet Tubman and her followers. Blank gun shots and screams could be heard ringing throughout the woods. The evening ended with hot

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TREES

On a cold January day
The trees say,
"I'll sway and sway and sway
Till the wind goes away."
And in the night
The trees fight and fight
And leaves pitter-patter on the ground
Then it makes a sound
It might scare you
out of your wits
But until the wind sits,
Stay away
Because the trees will sway.

Kris Berg
1-23-73

IN THE WOODS

In the woods
There's nobody to talk to
There's nothing much to do
In the woods
I might climb a tree
But nobody's there but me.
In the river
I see the ripples of the water
I see the river daughter.
In the sky
The puffy clouds are white
The color of the sky is light
In the woods.

Ling Chou
1-23-73

Nature hikers at the tree house.



ETHICAL ISSUES IN GENETIC ADVANCE

by Charles Silver and Keith Olstad

The writers were religious interns in the office of the Campus Minister in 1972-73. Olstad now is a Lutheran campus minister at the University of Minnesota, Minneapolis-St. Paul, and Silver is completing his studies at Yale Divinity School.

Huntington's chorea is a singularly unpleasant, degenerative genetic disease which develops only when a person has reached middle age.

Mr. A has a history of Huntington's chorea in his family. He is afraid that he might have the disease and pass it on to his children without knowing it should he decide that he wants to have any in the light of the risk. Experimental work has suggested that it may be possible to determine if a person has the gene responsible for Huntington's chorea by the use of certain drugs which induce its symptoms. This is experimental and of undetermined accuracy.

If Mr. A decides to undergo the procedure he may gain information which will help him and his wife make a decision on having children. But if he finds out that he has the gene he faces the knowledge that he himself is doomed to develop the disease in a few years time and must live his life under this shadow.

This situation is not improbable. Our expanding knowledge of genetics and the increasing array of techniques available to us have opened many new doors and provided us with new options. It has also raised many new questions and problems.

Research in human genetics today stands on the brink of a variety of developments which have the potential for determining the future of the human species, yet the implications of these developments remain largely unexamined by the public. The fu-

ture may see methods for replicating organs and even organisms, for reproducing without sexual intercourse, and for exaggerating desired genetic traits and suppressing undesired ones. These and other possibilities may affect the nuclear family structure, erode cultural values regarding infanticide and euthanasia, and influence our very capacity for making decisions. Yet despite the wide reaching potential of this research, little informed and thorough attention has been given by the general public to how and what decisions ought to be made to limit or promote such progress.¹

Many criticisms have been leveled at the cultural isolation of the scientist. But the gap between scientific endeavor and existing cultural values is certainly less related to the malevolence or disdain of scientists than to the lack of adequate public forums for discussing current research and its cultural impact. Responsibility for creating public dialogue must lie not only with the media, but also — and perhaps even more so — with the university. For it is in the university that the whole spectrum of academic disciplines is brought together to encourage exploration and learning.

Though certainly not a solitary effort,² one promising format for an interdisciplinary consideration of moral issues in genetic advance was developed at Oberlin College last year. The campus ministry staff felt that many issues which existed in the academic no man's land between the humanities and natural sciences — issues peculiar to neither discipline yet vital to both and to the whole society — were not being adequately considered in the standard curriculum. With the help of Assoc. Biology Prof. Richard Levin and Religion Prof. Edward L. Long Jr. and the advice of Dr. Thomas Gelehrter, '57,³ the authors

designed a course focusing in the moral and social issues raised by advances in biogenetics.

Two goals were central in developing this course. One was substantive: the course had to deal with both the scientific material and the moral implications of the "new" genetics. The other was methodological: each student was encouraged to bring the full range of her or his total education to bear upon these questions with the aim of developing a tentative position. The positions then were subjected to critical discussion by peers and experts in the areas of ethics and genetics, ultimately to be reworked into a final position paper which reflected the process.

Weeks of planning discussions refined our goals and what emerged was an upper level seminar limited to 12 students, half with a background in the humanities, half in the natural sciences. The course was rather arbitrarily broken into four modules, the first more general than the last three. In the first three-week period, students studied the nature of ethical analysis — what we mean when we speak of "moral" decisions — and took positions on the role of ethics in technological decision-making. In the second module, the seminar considered genetic research; directions in current investigations and possible social responses. In the third section, they considered genetic counseling for parents considering child-bearing, mass screening for genetic disease, and aspects of eugenics. In the last module, the topics were centered in counseling or therapy after a child is conceived: abortion, infanticide, chemo-therapy and amniocentesis.

The typical module began with a reading period. Students became familiar with the area under consideration and then met to choose topics for position papers on specific issues. When completed, these papers were placed in the library to be read by the participants before the seminar meeting and were presented in an oral abstract during the seminar. The students were then expected to use the comments and criticism which arose to further refine their thinking and to sharpen their views for a final position paper which would seek to bring together the gamut of topics.

This basic module form was quite flexible. In the third module, students' positions were presented in

1. Probably the most notable institutional exception is the Institute of Society, Ethics and the Life Sciences at Hastings-on-Hudson, N.Y.

2. Specifically concerning bio-ethics, there have been undergraduate courses on bio-ethics offered at Harvard University ("Human Genetics and Society" and "Systems of Medical Knowledge: Origins, Values, and Implications") and MIT ("Ethical and Social Questions in Bio-Medicine").

3. Dr. Gelehrter is an alumni-elected trustee of Oberlin College. An assistant professor at the Medical School of Yale University, he is a practicing genetic counselor and has led workshops on genetics and ethics for alumni groups in the New England area.

role plays of genetic counseling situations and in the fourth module, when students were familiar with each others' basic orientation, oral presentations replaced the position papers. Another change in the last module was having the resource person come early in the module to present his views on the genetic counselor's role after the conception of a fetus and on therapeutic abortion. The students developed their positions largely in response to his comments rather than having the resource person respond to their papers. By the end of the semester, most students felt that the basic module format was best for the beginning of the course but that variations were welcome in the last two modules.

A word should be said about the resource people.⁴ Because we were dealing with a constantly changing field, we sought to involve people who were currently engaged in some aspect of research or counseling for genetic disease. They met with the seminar for discussion of student papers, where they brought a necessary practicality to the airy abstractness of collegiate discussion. As practicing physicians, their experiences brought a pragmatic value system to the students' scrutiny. On the other hand, the diverse backgrounds and values of the resource people were reflected in their widely differing views which challenged the opinions of the correspondingly diverse student group. An important part of the contribution made by the resource people was a series of public talks which put the concerns and issues before the wider Oberlin community.

We think that this course was highly successful, and we would like to consider some of the reasons for it. The participation of the resource people was central to the quality and intensity of the seminar. Each person came expecting to be involved in a

discussion of his work, not to lecture about what he was doing. For each, his pragmatic values drawn from experience, his vivid descriptions of actual cases, and his contribution of information concerning research and practice not readily available to Oberlin students made him a primary focus of student's work. More importantly, the excitement each conveyed to the discussions sustained the students' enthusiasm. Surprisingly, the prominence and expertise of the resource people challenged rather than intimidated the students, increasing their willingness to pursue creative approaches. One student said that with a "big gun," he felt he had nothing to lose, everything to gain. Another said that one resource person was so dynamic and well-informed, that she could not help but question and wonder aloud.

The topic itself was exciting and begged novel approaches. No ready answers emerged for the complex social and highly personal moral issues in the area of genetic advance. It is a field currently developing virtually unchecked with new research raising new visions and new spectres almost monthly, and as such was highly engaging.

Another important feature of this seminar was the absence of a "teacher." The two coordinators, both interns in the campus ministry, were responsible for the administrative business, registration, developing the course syllabus and providing working bibliographies. They also chaired the seminar meetings, moderating discussion and clarifying issues. But the emphasis throughout was on all individuals *actively learning*, wrestling with difficult issues on their own or in small groups, rather than *being taught* by one wise person. By taking positions on several of the issues in the seminar in the same manner as the enrolled students, the coordinators participated in the learning process themselves, being subjected to critical discussion and making mistakes along with the other participants.

The lack of expertise in genetics on the part of the campus ministry staff involved in the course was an implicit factor in the seminar. We did not bring to the course any specific knowledge, rather we brought concerns and questions and an approach to difficult issues. The role of campus ministers and physicians working to-

gether in making ethical decisions has been described by the chaplain of Johns Hopkins Hospital as "a meeting of minds terribly concerned with some ethical problems and decisions that arise almost every day . . . we serve then as a sort of patient advocate, pointing out issues, asking questions, considering alternatives, but never passing judgments."⁵ This was our approach to the course, as well.

Finally, the students' enthusiasm and dedicated participation was the biggest factor in the seminar. Students' frustration with the inadequacy of their educational experience and the limits of their information in the face of their tasks energized the whole seminar. Making and defending their own decisions on controversial moral issues directed their learning. And they worked hard, harder, some confessed, than they had for any other three-hour course they had taken at Oberlin. Peer pressure encouraged hard work, for each participant had to answer not only to himself, but to the other participants as well, all of whom were well-informed, excited and critical. Several mentioned a feeling of obligation to the resource people as another primary incentive. They apparently felt that their efforts were worthwhile and the feeling of achievement reinforced their desire to explore. The group was small enough to develop a camaraderie and a sense of collective mission. The greater participation of the students made *them* more responsible for the learning process. Students suggested the effective role-play presentations in the third module and the oral presentations in the fourth.

Such a fluid structure was not without weaknesses. Although we tried to bring students into every aspect of the course, we were not very successful in working out a satisfactory means of grading. Perhaps the credit/no entry system is more suited to this sort of seminar than a graded option.

But the problems were few and we think that this approach did accomplish its two goals. In the next issue of this magazine, one of the seminar participants will discuss some of the issues which we feel make such interdisciplinary considerations of difficult ethical issues vital to us all.

4. The resource people were, in order of appearance:

Richard Levin and Dr. Edward LeRoy Long Jr.

Dr. Marc Lappe, Associate for the Biological Sciences, Institute of Society, Ethics and the Life Sciences

Dr. Thomas Gelehrter.

Dr. Robert F. Murray Jr., Associate Professor of Pediatrics and Medicine and chief of the Medical Genetics Unit, Howard University School of Medicine

Harmon Smith, Associate Professor of Moral Theology, Duke University Divinity School

5. Rev. Clyde Shallenberger in the *Johns Hopkins Magazine*, May 1973, p. 13.

UGHT DIVERSITY TO BE AN "UNECONOMIC ANACHRONISM"?

by Edith Green, '66h
U. S. Representative,
Third District, Oregon

This article contains excerpts from a speech made by Edith Green at the International Conference of the American Alumni Council at Vancouver, B.C., July 9, 1973.

I am firmly convinced that federal legislation in the years ahead must move in the direction of bloc grants — of general institutional assistance for all institutions of higher education. In this respect, the U.S. is behind most of its international neighbors who have traditionally accepted federal support of higher education to a far greater degree than has been our custom.

Last year, when we in the Congress were working on the higher education legislation which was to become the "Education Amendments of 1972" the House included a program of institutional assistance. This language was largely lost in conference with the Senate and what little remained has not been funded. I had many keen disappointments in that legislation, but my greatest was the failure to provide outright grants to our colleges and universities for operating expenses.

One of the chief reasons for my support of such a provision is a very real fear that the diversity provided by both public and private institutions is menaced today by the leveling sword of "bigness" in higher education and our smaller, private institutions are literally threatened with extinction. I believe it is accurate to say that most people in education in the U.S. believe the strength of higher education is in the dual system of both public and private institutions. Many small colleges are facing a financial crisis of unusual

proportions. As I see it, it is not in the national interest to see these colleges close their doors.

Ironically, at the time we were considering the legislation last year, the *Washington Post* editorialized against general institutional assistance. It favored instead a federal program granting money to the nation's schools on the basis of how many federal-financially aided students attended that college or university. The newspaper stated, "Unfortunately, the average small college, like the family farm, is probably an uneconomic anachronism more worthy of fond nostalgia than rescue with federal funds."

This may strike some — as it did me — as a shocking statement. The depth of its real implications comes as you think about it.

In seeing the diversity of small colleges perish as "uneconomic anachronisms," the editorial writer is saying that America will be better for having a more diverse cross-section of ethnic and economic America in the classrooms, and yet the editorial wants the U.S. to pursue policies that will put these students into fewer and fewer schools that are more and more the same. If diversity is a virtue, as I believe it is, then it is surely a continuing necessity in our institutions of higher education.

The problem is very real. The red ink syndrome has become a common complaint in private colleges and universities across the country. Inflation, leading to both higher expenses and escalating tuition, and reduction of government support are commonly named as the arch villains.

We are told that when we are asked "Will the private colleges survive the '70's?" we must of necessity reply, "Which ones?"

A brief look at enrollment figures will give some indication of the direction in which we are moving. In 1950 we had 53% of our students attending four-year private schools and 47% were attending public institutions. By 1972 those figures had been drastically altered and 69% of those enrolled were attending public institutions and 31% attending private schools. If we include other post-secondary institutions, the comparison grows even worse. What was an even split in enrollment in 1950 has now resulted in a situation where 74% at-

tend public institutions and 26% are enrolled in private schools.

In the decade from 1960 to 1970, enrollment increased 212% in public institutions and 38% in private institutions. Some projections show that by 1985, private institutions will have only 15% of the nation's college students.

What it all adds up to, as one observer has noted, is that the private colleges and universities are on the "endangered species list." Many private colleges and universities feel they have scrimped on expenses to the point where the quality of their institutions and thus their very survivability is about to be affected.

Generally the case for private institutions is predicated on the value of diversity. It is interesting, however, to find that many who are not so philosophically oriented are becoming convinced because of the practical realities that it is not sound economically to allow private institutions to die and be faced with replacing them with new public facilities.

In Oregon, early in the 1970-71 academic year, there were 3,000 empty student places in the colleges comprising the Oregon Independent Colleges Association. At the same time there was a shortage of student stations in the state's four-year, tax-supported colleges. The State System of Higher Education was asking the Legislature for more construction funds, partly because of that shortage. Obviously, it makes no sense to provide new places when existing ones are going unused.

I am also committed to the concept of general institutional assistance on the grounds of simple efficiency. It makes no sense to have a proliferation of categorical programs, many purporting to accomplish overlapping ends, but all requiring their own administration, their own guidelines and their own application procedures.

Thomas Jefferson observed long ago that "were we directed from Washington when to sow and when to reap, we should soon want bread." The Washington climate appears to breed the false assumption that all initiative and wisdom somehow automatically flows to and collects upon the banks of the Potomac. Problems and priorities are different in different areas and in different institutions. I firmly believe that the institutions

themselves are best able to determine their own needs and I have little patience with the idea that our colleges and universities are not so imaginative as the U.S. Office of Education. I, for one, do not know of a single so-called innovative program emanating from the Office of Education which was not first carried on in at least one institution, and sometimes dozens, for years. A shortage of funds can often look like a shortage of ideas.

If we are to move in this direction, however, we must first move away from categorical programs and establish a program of bloc grants. This is not a simple matter. Every program has its own constituency and once a program is on the books, change becomes almost impossible.

Ironically, while we all complain about the depth of the bureaucracy in the Department of Health, Education and Welfare, our recent efforts have only served to encumber and make more massive that already impenetrable maze. In last year's education legislation, for example, Congress required among other things that HEW set up a "Bureau of Occupational and Adult Education," a "Director of Consumer Education," an "Office of Indian Education," a "Community College Unit," a "National Institute of Education" with a director, council and assorted staff, a fund for the improvement of post-secondary education, and an "Education Division" to be headed by an assistant secretary. Indeed, things got so bad that when that new assistant secretary first appeared before the appropriations subcommittee on which I serve, the chairman of the subcommittee, Rep. Daniel J. Flood (D-Pa), felt compelled to ask him what his job was.

This duplication of the federal effort can have ludicrous results in actual employment out in the field. One case was unearthed last year where a state employee received 17 checks each pay day because his time is apportioned among 17 federally-funded programs. A secretary working for one program cannot use a typewriter purchased for another. A bookkeeping machine purchased with categorical funds must remain idle while other non-federal units in the same office are using hand ledgers.

Extinction, of course, is not a danger at schools described by Reece McGee

(*Academic Janus: The Private College and Its Faculty*, Jossey-Bass, 1971) as "the great colleges of the country (Williams, Vassar, Antioch, Swarthmore, Reed and Oberlin, to name only a few)." The civilization of the United States would be diminished without them, he says, but he warns that they will become ever more restricted to the children of the affluent unless "state and federal governments undertake their partial support or the massive support of college students in general in something like the GI Bill."

Mr. McGee argues that it is possible to get an excellent liberal arts education at a multiversity but he

makes it clear that a student's chances are infinitely better at a school where undergraduate education is the only business. If we follow the present course of granting aid solely on the basis of students' financial need, we not only rob the Oberlins, the Reed Colleges, the Gonzagas and the Swarthmores of their diversity but we also deprive most of the middle class and many of the very poor of a choice in selecting where they wish to be educated. This truly would be a regrettable anachronism.

WHAT'S IN A WINTER TERM PROJECT?

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chocolate and donuts, and much chatter and discussion. No single activity had greater impact on whites and blacks alike than did this drama. The children requested further study of the subject when they returned to school. History took on a new dimension in the eyes of these sixth graders. It became a here and now entity.

Similarly, study with a map and compass proved mathematics to be more than abstract figures and equations. The woods had degrees and directions that could be plotted and understood through the math learned in the classroom. With new-fashioned freedoms from the classroom, interests in new forms of expression were stimulated and expressed. Simple crafts were created from natural materials, stories and plays were written and color took on new hues when crayon and paint were put to paper.

In most all respects, the project was a success. Drastic actions and decisions had to be made for the 1973 program because of the short time available to prepare and the demands present in pilot projects. With the experience gained by everyone in the first program, more public school input and pre-planning will be possible

in future programs. A film of the week's happening, made by Bruce Weigl, '74, as his Winter Term project, will be used to help future prospective campers and their parents understand the program and how learning does not stop when the student is removed from the formal school setting.

What's in a Winter Term project? Basically what a student wishes to put into it. But more, there must be offered on campus more new and innovative projects. This project was just that: it created for the public schools a new alternative classroom program which could easily be incorporated into the regular curriculum; it brought town and gown together on the student and on the faculty levels; and it provided students with a rigorous, exhausting and gratifying project. The greatest dividend was best expressed by a sophomore in his final report: "Since this project I have felt more at home in Oberlin. After getting to know many of the teachers and students in town, I now feel more like a member of the community instead of a temporary inhabitant. It's great to walk down the street, have a kid say 'hello,' and think — that's one of my kids!"



AESTHETIC REALISM

by Edward Green, '73

“The resolution of conflict in self is like the making one of opposites in art,” says Eli Siegel, poet, critic and founder of the philosophy of Aesthetic Realism. I find this a hopeful and important statement on the relation of art to life. As a musician, I have been troubled and tormented by not being able to see that relation clearly. Music and the rest of my life seemed two separate things. Having entered Oberlin as a composition major, I gave up composing and transferred from the Conservatory to the College of Arts & Sciences, abandoning for three painful years the art I loved and hoped to make my life's work. My study of Aesthetic Realism brought back to life for me what I thought was irretrievably lost.

Before meeting Aesthetic Realism I couldn't make sense of a world which offered beauty in the concert hall but seemed to deny it in a dorm room — a world that had both Mozart and a war in Asia. I was troubled by the way there could be beauty sometimes in my music but no resolution of conflicts in my life. I felt separate from people. I alternated between enthusiasm and moody silence. And there was a seemingly unresolvable split between music and my other interests, both personal and academic. How could I go about music wholeheartedly if I couldn't relate it to my whole self, to everything in my life?

Aesthetic Realism has shown me how to see these questions accurately and to deal with them accurately. According to Aesthetic Realism, “All beauty is a making one of opposites, and the making one of opposites is what we are going after in ourselves.” This means we care for art because

it can show us how opposites can work together, the *same* opposites which when fighting cause the conflict in our lives. These lines from Eli Siegel's “The Aesthetic Method in Self-Conflict” get to the heart of it:

The basic conflict in the human mind (is) . . . the Self and World conflict. In every person there is a drive towards the caring for and pleasing of self; in every person there is a drive towards other things, a desire to meet and know these. Often this drive towards self as an exclusive thing collides painfully with the drive to widen the self . . .

These two drives have their likenesses in art; for at a time of aesthetic activity, a person wants to show his own feelings . . . and he also wants to see objects just as they are without imposing narrow desires of self making for comfort or premature complacency . . . If it is possible; if, in fact it is the great purpose of art to be one's self and yet give everything to the object — can we not find here the just purpose in life itself?

I began studying Aesthetic Realism in September 1972, in consultation with Barbara Allen, a flutist, Chaim Koppelman, a printmaker, and Gary Krakauer, a student of literature. During my first consultation I was surprised by the question: “how did you use music in relation to your family?” I answered, “I think I used music as something that wouldn't be interfered with, something they wouldn't pry into, a place where they would leave me alone.” Later in the consultation, I was asked by Barbara Allen, “If a person's whole self wants to integrate and yet there's a division in the way he puts together his life and his art, can he feel he's lived up to his art?” I replied that he could not, in terms of his life.

I left this consultation with an entirely new possibility of approaching my musical difficulties! Until that Sunday afternoon I had thought that maybe my imagination had dried up, or maybe I had been fooling myself all along as to my talent. I had never thought that maybe I had stopped composing because I had used music so poorly in terms of my life that I felt that I no longer deserved to write. This was a breathtaking idea, that an *attitude* I had towards music could affect me technically. What I wanted most in my life was what everyone wants most: to make sense of it, to integrate it, to compose it. I had abandoned composing music, not because my innate abilities had vanished, not because I

could no longer integrate melody with accompaniment, but because I had refused to integrate music with my life. My purposes *with* music were not as good as my purposes *in* music. In music I was trying to put opposites together; with music I was trying to keep the various parts of my life apart.

A crucial pair of opposites present in my first consultation were “separation and junction” related to the basic opposites of “difference and sameness.” Near the end of my second consultation these opposites reappeared dramatically when Barbara Allen asked, “Do you think in seeing where you and your mother are the same and different you will come out more of an individual or less?” I answered, “At this time I would say less. I think I would really feel like a satellite.” “That means you're seeing yourself as too much the same or too different. There has to be an accurate relation between the two,” she said. When I replied that I wanted distance, not accuracy, Chaim Koppelman said, “and what do you want as a musician? You have to ask — is it the same as what you deeply want in life?”

Did my desire for distance, a disproportionate desire for separateness, get in the way of what I wanted as a musician? Can a desire to keep things too separate in life get in the way of the necessity in music to brings sounds together, relate them, compose them? I began to see how the answer is resoundingly “yes” in a consultation where the discussion focused on the nature of silence. For a silence, or a pause, to work in music, clearly the relation of separation and junction has to be accurate. My attitude towards these opposites had an inevitable technical consequence. When, in this consultation, Koppelman asked me what I thought of silence as such, I replied that I saw it as an intense thing. “What is silence?” Koppelman asked. “How do you see it and how do you want to see it? How was silence used at your home?” I answered that it was used badly. “I used it to hide what I felt,” I said, “to be separate. What remains unsaid during those silences, the silent criticism is torture . . . but some of the most entrancing moments in music are silence. In Beethoven it happens often . . . sometimes he takes

the physical beat away, but the silence comes crashing down, and gives a strong accent anyway." Koppelman said, "I felt in Beethoven's Fifth that the silence came in at an angle, but that Beethoven used the silences to *show* himself, not to be hidden." Gary Krakauer commented, "You have said that you care for Dante. There is a passage in *Inferno* where the wrathful are punished by being submerged in muck and blood; the most wrathful are entirely submerged. What they say, their angry curses, can't be heard, they come out like sighs. Have you seen silence and sighs as coming from a buried anger?"

This indivisible mingling of music technically with the depths of self and with the breadth of the world was something I had never met before. Beethoven's purpose with silence was to make clearer the relations between things, it was an aesthetic purpose — he separates in order to join more thoroughly, more dramatically. Do we separate for the same purpose, or is our purpose more like revenge — a desire to be separate and angry at all costs? And if we have this purpose, this *anti-art* purpose, will it have an affect? Aesthetic Realism says it must.

This sort of thought, which never loses sight of either the technical or the personal but is always relating them, was missing in my education and has been missing in education in general. It is true that historically artists have been troubled by not being able to relate art to life, but they have also used this split to feel sadly superior and to say that the only thing interfering with their art, besmudging its purity, was the outside world. Artists, like all people, have found it easier to blame other things rather than criticize themselves. In Aesthetic Realism, I met for the first time a body of knowledge at once broad and precise, which could relate music technically to my own intimate questions as composer and person. Of course, I had heard opposites spoken of before. My composition teacher, Meyer Kupferman, used opposites conspicuously both in his work and in his teaching. For example, he once said to me that to have rich and various details in a composition, the central idea had to be simple. He also showed me how to achieve a oneness of regularity and irregularity

in rhythm by first writing a melody in irregular meter, say 7/8, and then transferring it to 4/4 without shifting the rhythmic values. Both of these ideas were useful.

According to Aesthetic Realism, the reason why these ideas had value is that they honor the opposites which are the very structure of music: music is a making one of opposites. But where my teacher's ideas dealt only with the opposites as technically useful, Aesthetic Realism says the opposites are wider, as Siegel writes: "The world, art and self explain each other: each is the aesthetic oneness of opposites."

I have focused this discussion on one pair of opposites: separation and junction. Studying Aesthetic Realism has helped me both technically and personally with many other opposites including quick and slow, heavy and light, energy and the "droops," etc. Just as a bad attitude to the opposites had a technical effect, so, as one's attitude improves there can be technical improvement. Many artists have found in Aesthetic Realism a method by which to usefully and accurately criticize themselves *as* they are working. I have found much that I could directly apply to my work and to my talking about music.

As an educational method, Aesthetic Realism has proven its validity and importance through 30 years of diverse application. It has been used as a teaching method in Columbia University, the New Jersey Public Schools and the Riker's Island Correctional Institute. It has been the basis upon which voice, piano, acting, English literature, anthropology, computer-programming, classics, mime, print-making and photography have been taught. It has been the basis for tens of thousands of individual lessons and consultations. In every case its basic purpose remains the same: to encourage people through honest study to come to like the world by seeing it aesthetically.

Can music help a person like the world? Aesthetic Realism says that if it shows we live in a world whose opposites can go together and be composed into beauty, and that this is a world in which we can learn from art how to achieve this in our lives, then *yes*, music can help us like the world honestly. Would this not be a great, glorious purpose in studying music?

TAPPAN SQUARE NOTEBOOK

Ohio Scholars Program

The admissions office has announced an Ohio Scholars Program whereby admission to Oberlin will be guaranteed in advance to two qualified seniors from every high school in Lorain, Erie and Huron counties.

Dean of Admissions Lawrence Buell said its purpose was to strengthen ties between Oberlin and the surrounding communities. To qualify for guaranteed admission under the program, students must:

- rank in the top 5% of their class;
- have combined College Board Scholastic Aptitude Test scores of 1100 or better (out of a possible 1600);
- receive a strong recommendation from their high school.

Deadline for application is February 1974 for students wishing to enter Oberlin in September 1974.

Music Theater-on-Tour

"Oberlin Music Theater-on-Tour," a new program designed to provide schools and community groups in Northern Ohio with an opportunity to enjoy programs of excerpts from opera and musical comedy repertoire, has been inaugurated by the Conservatory.

A company of graduate and special students in the Conservatory will present the programs under the direction of David Bamberger, head of the music theater department. Each program is about 45 minutes and is given in costume.

Scenes from such favorites as Rossini's "Barber of Seville" and Gilbert & Sullivan's "H.M.S. Pinafore" are

available. The performers will be free to speak to school groups after performances. A nominal fee is charged — \$25 plus transportation costs.

Meantime Magic Circle Theater, organized in January 1971 by the department of theater arts, is offering an adaptation of Norton Juster's "The Phantom Tollbooth" as a theater experience for elementary school children.

A ten-member company of college students sets up a colorful arena in any large room and will play two performances a day for audiences of 125 children per performance. Performances are available on Tuesday and Thursday afternoons during school hours for a charge of \$25. Gary Marks, '76, is tour manager.

Winter Term Institute

Oberlin College's East Asian Studies Center, in conjunction with the Great Lakes Colleges Association, will sponsor an Institute of Chinese Science during the forthcoming Winter Term, Jan. 7-Feb. 1. The Institute will focus on "Man and Nature in Traditional China" and will deal with the concerns of the Chinese scientific tradition as well as issues in culture and medicine.

Prof. Nathan Sivin of MIT, co-author with Shigeru Nakayama of "Chinese Science" (MIT Press), will spend considerable time on his current research in the proto-scientific theoretical medicine of the classic gentry tradition as well as the ritual and magical therapies of the popular, mass level medicine. Prof. John Major of Dartmouth will deal at length on the ways the relations of man to environment were thought of in early China. A specialist in herb medicine and acupuncture has been invited to participate.

Alumni who wish to participate in all or part of the activities may write to Halsey L. Beemer, GLCA Coordinator for Chinese Studies, 103 Bosworth Hall, Oberlin, Ohio 44074 for information on exact days for presentations and possible fees.

Pavement or Parkland?

If a new Robert Fletcher ever appears to continue the recording of Oberlin's history, the title of the chapter chronicling the events of September and October 1973 might well be "The Greening of Professor St."

That's what almost happened last fall, when the block of pavement which forms the west side of Tappan Square was being readied for repaving. The street, which was in bad condition, had already been blocked off and torn up by the Plas Construction Co., when Bob Apfel, '74, conceived the idea of transforming the street into a grassy extension of Tappan Square. With the support of College officials and with "Make it Green" petitions signed by more than 1,000 members of the College community, Apfel and 20 other students presented the idea to City Council Oct. 1.

Councilmen were impressed by the idea. Mayor Bob Thomas, '23, called it "very exciting" and Council ordered a two-week delay in the repaving so that opinions could be solicited from area residents.

Some townspeople favored the idea. Bill Long, '69h, manager of the Co-op Bookstore, said the street was little used and could well be grassed over. Many, however, disagreed and circulated petitions to "keep it paved." They said disruption of traffic would cause inconveniences and Tappan Square would become an extension of the campus and thereby lose its real and symbolic significance as a College-community area.

The Planning Commission unanimously favored repaving. There was concern for the safety of women students if the area was inaccessible to campus security cars. Allen Hospital said its ambulances used the street for emergency calls at least 65 times a year. A question arose as to how firemen could get to the Administration Building and Peters Hall if necessary. Anna Schmidt Melcher, '32, a resident of North Cedar St., told students who attended the Oct. 8 meeting of City Council, "You'll be leaving but we will have to live with the traffic."

Council accepted the Planning Commission's recommendation and Professor St. is now repaved and functioning.

Campus Ministry

Four recent college graduates have joined the team of clergy, interns and lay persons in the Campus Ministry. Three of them are religious interns, and the fourth is director of the YM-YWCA. Their appointments give the Ministry staff nine members.

The interns are James Antal, Stanley Farr and Dwight Wilson and they are the house directors of Tank Co-op, South Hall and Dascomb, respectively. Antal, a second year student at Yale Divinity School, has been a summer school teacher at Philips-Andover for three years and is a "football, soccer and bicycle buff." Farr, who is in his second year at Union Theological Seminary, has a particular interest in music and has studied voice, piano and guitar. He received his A.B. in 1971 from Duke, where he was president of the Duke Chorale. Wilson, who received both his A.B. from Bowdoin and his A.M. from the Bangor Theological Seminary last spring, is teaching black theology and racism seminars. He is a Quaker pastor. All the interns are involved with dormitory and general counseling, with various projects in the campus and city communities, and with innovative and traditional forms of worship.

Elizabeth (Liz) Burgess, '73, is director of the Y. She is particularly interested in women's issues and is a staff member of *Coming Out* and co-organizer of the Oberlin Women's Service Center.

Continuing members of the Campus Ministry are Sadok Masliyah, director of Hebrew House and teacher of Arabic and Hebrew; Marilyn Mittermaier, North Hall director; George Simons, house director at East Hall, human development teacher and priest at Sacred Heart Church in Elyria, Ohio; and David Byers, campus minister and human development teacher. He lives in Fairchild, where his wife, Lynne, is house director. Joseph Zsigray, liturgist and music advisor at Sacred Heart Church, Elyria, is a resource person for the Campus Ministry.

Choir Tour in January

The Oberlin College Choir, directed by Daniel Moe, will tour the Midwest in January 1974 rather than at spring vacation.

The choir will sing at Anderson, Ind. (Taylor College) Jan. 15, Chicago Jan. 16, Charleston, Ill. (Eastern Illinois Univ.) Jan. 21, and Indianapolis Jan. 22.

Dates are tentative in Detroit, Cedar Rapids, Iowa, Madison, Wis., Peoria, Ill., St. Louis, Mo., and Dayton, Ohio.

Musical Union

The 150-voice Musical Union will perform Benjamin Britten's cantata "Rejoice in the Lamb" and Anton Bruckner's "Mass in E Minor" during this, its 137th Season. It will be the first performance of either work by the chorus, now directed by Daniel Moe, professor of choral conducting. The cantata is scored for large chorus and orchestra which consists entirely of wind instruments.

\$5,000 Special Grant

Oberlin College has received a special grant of \$5,000 under Eastman Kodak Co.'s 1973 Educational Aid Program. The gift will be assigned to the building fund of the Seeley G. Mudd Learning Center now under construction and due for completion in late spring.

Prizes and Awards

Life Prize for excellence in history: Joseph Hylton, '74.

Yamaha Scholarship (brass or woodwind): Timothy Day, '74, student of Robert Willoughby.

Concerto Competition: Timothy Day; Deborah Wolfe, piano (Jack Radunsky); Gretchen Hewitt, soprano (Richard Miller); Barbara Kautzman, piano (Radunsky); Howard Lubin, piano (Joseph Schwartz); Richard Moredock, piano (John Owings); Rhonda Ward, piano (Radunsky).

Artist Exhibit

Three Oberlin artists have had works on exhibition this fall. They are John Pearson and Athena Tacha, both associate professors of art, and Audrey Skuodas (wife of John Pearson).

Pearson had a one-man show Nov. 4-28 in "Gallery 600" in the Fine Arts Center at Northern Illinois University, and another Nov. 6-24 in the Arts and Humanities Gallery at Ashland College. He had 10-15 large paintings, the majority of them new works, in each show. They are of his Mondrian series in silk screening over an acrylic ground on canvas.

Ms. Tacha is participating in two nationally circulating exhibitions: "7,500," an exhibition of 25 conceptual artists, selected and organized by the New York critic Lucy Lippard; and "Artists' Books," a large group show of publications by artists, initiated by Moore College of Art in Philadelphia and held in October at the Pratt Graphics Center Gallery in New York City.

Ms. Skuodas had a one-woman show at the Not-in-New York Gallery in Cincinnati from Nov. 6-30. On exhibition were 12 large paintings (5' x 6') of very personal figure fantasies, done with acrylic paint on canvas. This was the gallery's second show; the first was a group show in which Ms. Skuodas had two large paintings.



Assembly speaker Ramsey Clark gives a student-faculty forum his views on the importance of personal integrity in the electorate and the need for removing big money from politics. At the Oct. 4 assembly, Clark discussed "three pillars of integrity: freedom, equality and justice." He said if individuals practice those ideals their elected leaders will reflect them.

New Faculty

There are 38 newly-appointed teachers on the Arts and Sciences faculty this year. Seven are alumni and three have previously served on the faculty. One is a full professor, two are associate professors and the remainder are assistant professors, instructors, or lecturers. In addition, Emeritus Art Prof. Wolfgang Stechow has returned as visiting specialist in residence.

The alumni faculty members are Jarvis Babcock, '53, assistant professor of economics; Wayne Lautenschlager, '66, instructor in German; David Newman, '62, assistant professor of theater; William Perlick, '48, visiting associate professor of legal studies, semester 1; William Speidel, '57, lecturer in history; and Athena Tacha, '61 A.M., associate professor of art. In addition, Steven Jacobson, '70, is a lecturer in human development and an intern psychologist in Psychological Services.

Ms. Tacha and Newman are newcomers only to their positions: She was previously curator of modern art in the Allen Art Museum and he was formerly production coordinator of the Inter-Arts Program. Also rejoining the faculty is Galina Kryzyski, instructor in Russian, who has been on the faculty at various times since the mid '60's.

Abraham Rosenzweig, professor of geology, comes to Oberlin from the University of New Mexico. He received his undergraduate degree from the University of Pennsylvania and his Ph.D. from Bryn Mawr. The other new associate professor is Sarah W. Fabio, teacher in the African-American Community and Student Development Program. She is a graduate of Fisk and a former member of the Berkeley faculty.

Kuregiy Hekymara, assistant professor in the African-American Community and Student Development Program, is also the program's director. He is a 1960 graduate of California State University at San Francisco and received his Ph.D. from Berkeley.

Of the remaining new faculty, nine are in social sciences and related fields, 13 are in the humanities and related fields, and five are in natural science and math.

New Staff

A number of newcomers have been appointed to fill various technical and administrative posts, including a new Psychological Services counselor and Native American and Asian American counselor/coordinators. Other new staffers include an associate affirmative action officer and a program planner for Shansi.

The new counseling psychologist in Psych Services is Paul Robinson, formerly a psychologist for the Richland County (Ohio) Drug Abuse Board. He received his B.S. in Ed and his Ph.D. from Ohio University and his A.M. from Bowling Green.

John Lee is the Asian-American counselor/coordinator. He received his A.B. from Lehman College. Denise Deane White, '72, is program coordinator and counselor to Native American students. A Spanish-American counselor will be appointed.

Halsey Beemer is the Shansi program planner and he is also the Great Lakes Colleges Association coordinator for Chinese studies. Beemer received his A.B. from Colgate in 1962, his A.M. from Stanford in 1969 and is a candidate for the Ph.D. in Chinese history at Stanford. He is a former liaison officer for the Peace Corps, East Asian/Pacific region.

The new associate Affirmative Action officer is Karen W. Gorsline, who is also assistant director of personnel. Ms. Gorsline received her B.S. in 1970 and her A.M. in 1971 from Ohio University. She previously taught English at Ohio University and at Bowling Green State University in Huron.

Other new staff members not previously announced include John Amunson, lead systems programmer; Doris Brightharp, reading specialist; Sergio Franco, audio engineer; Jean Kondo, curatorial assistant; Raymond Machura, graphic designer; San San Sy, educational media specialist; Samuel Abraham, lead systems programmer; Germaine D. Jackson, lead systems programmer, and Frederick Rothschild, theater technician.

Class Trustee

Russell W. Pittman, '73, an economics graduate student at Wisconsin, has been elected the 1973 Class Trustee by members of the classes of 1972, '73, and '74. He succeeds William Rich, '70.

Pittman, who graduated with high honors in economics, was an elementary and junior high reading tutor and also an economics teaching assistant and tutor while at Oberlin. He was also a daycare volunteer, a floor counselor and a member of the WOBC news staff.

Pittman has a twin brother, Malcolm, '73. Their father is Malcolm Pittman Jr., V-12. The Pittmans are from Sandy Springs, Ga., a suburb of Atlanta.

Faculty Notes

Prof. Dewey A. Ganzel, chairman of English, was elected Third Ward councilman in Oberlin's Nov. 6 elections. W. Dean Wolfe, associate professor of communication studies and director of the speech clinic, was elected to the Oberlin School Board.

Joseph Schwartz, professor of pianoforte, will give a recital at Carnegie Recital Hall in New York City at 8:30 p.m. Dec. 29. Tickets will be available at the hall.

Kiyoshi Ikeda, professor of sociology and anthropology, was one of four debaters in a "High-rise Conference" Oct. 26-27 in Honolulu where he is on research status appointment and serving as professor of sociology at the University of Hawaii. He opposed the view that high-rise buildings are the most desirable urban form for Honolulu.

Daniel Moe, professor of choral conducting, has been elected president of the 1200-member Lutheran Society for Worship, Music and the Arts.

Vinio Rossi, associate professor of French, presented a paper to the annual meeting of the Ohio Chapter of American Teachers of French at Bowling Green State University Oct. 27.

Richard Kapuscinski, professor of violoncello, will be on leave next semester to examine how different cultures deal with the current and increasing problem of absorbing trained young musicians into the economic fabric of their society. His work will take him to U.S. conservatories on the East Coast, Hochschule in Cologne and Toho-Gedai-Matsumoto Schools in Japan.

John Thompson, director of Psychological Services, has been named president of the W. G. Nord Centers' Board of Directors. He has been a director since Mental Health Services of Lorain County was incorporated in 1970.

Joe Zigray, resource person for the campus ministry, has recorded a second liturgical album, "Arise Come Sing in the Morning."

Thurston E. (Ted) Manning, former professor of physics and provost (1949-60), has resigned as president of the University of Bridgeport effective July 1. He told the newspapers his plans are indefinite and that he has "accomplished as much as I can accomplish at the university and I believe the time is right for someone else to assume the presidency." He became president Jan. 1, 1971.

Elizabeth Lasley, emeritus professor of pianoforte, is visiting professor at the University of Texas at Austin.

Rev. J. Robert Nelson, former Fairchild professor of systematic theology, attended a theological conference in Russia last summer. His wife, Pat, had an exchange fellowship to study Soviet medicine. The Nelsons are now back in the U.S., where he is dean of the Boston University School of Theology.

Rev. Roger Hazelton, former dean of the Graduate School of Theology, has completed his book, "Pascal, The Genius of His Thought." It will be published by Westminster Press next spring. He is Abbot professor at the Andover Newton Theological School.

James (Dolph) Norton, lecturer in economics in the fall of 1963, is the newly-appointed chancellor of the Ohio Board of Regents, the "overseer" of higher education in Ohio.

SPORTS

By Sue MacAulay, '74

Throughout the past six months, 1973 has been billed as the "Year of the Yeoman," and in many respects it was just that. Under the direction of head coach Cass Jackson, the football team won as many games this season as had been won in the past three years combined. Their final record, 4-5, was the best since 1963, when the Obies were 6-3, and the 1973 team led the NCAA (Small College Division) in passing offense.

Although Oberlin no longer participates in Ohio Athletic Conference (OAC) football, the Yeomen's statistics are included. Freshmen Willie Martinez and Jay Greeley, high school compatriots from San Jose, Calif., lead the conference in passing and catching respectively. Martinez was also near the top in total offense, and Greeley, who missed the last two games with a broken hand, was

ranked in scoring and punt returns. Also important on the receiving end was soph Dave Phillips who caught 33 passes and scored seven touchdowns. On the ground, the leading Obie runner was Harry Bonner, a sophomore who averaged 80 yards per game and led the team with 20 yards per kickoff return. The second leading ground-gainer was Chris White, co-captain.

On defense freshman John Hay II recovered three fumbles, freshman Javier Almanza made three interceptions, and senior co-captain Ted Hommel had two interceptions and two fumble recoveries.

The Yeomen opened with a 51-28 rout over Centre College as Martinez and Greeley teamed up on three TD passes. The Yeomen lost to Hiram (14-40) and Carnegie-Mellon (8-23) before they beat Hamilton (29-14). They dropped a hard-fought contest to the Georgetown Tigers (and the Kentucky officials) 14-47 and were shut out by Kenyon 0-49. Two more wins, one over Chicago (32-0) in a very cold, wet Windy City, and the other a home victory over Case Western Reserve (40-7) put the Yeomen at an even .500. The final game of the season, against John Carroll, resulted in a 6-24 defeat.

Coach Jackson and staff (Tommie Smith, Jon Davies, '72, George Sauer and Ralph "Bear" Holloway) would like to have the team back in Ohio Conference competition by 1976, and this year's record shows how far they have to go. Wooster, for example, beat John Carroll, 14-7.

The fact that the team broke seven school and two conference records (for most interceptions thrown in one game — 10 — and most in one season — 38) is important, but not a truly significant aspect. What stood out for those who watched the team practice and play regularly was the attitude, the spirit, the whole atmosphere surrounding Yeoman football. The players seemed to enjoy practice and to be there because they wanted to be, not out of a worn-out sense of dedication or out of habit.

It showed in the games, as well as in practice. When the going got tough, morale remained high. Though the number of squad members dwindled somewhat, those playing didn't quit — and they played just as hard when they were down by 20 as when they were ahead by the same margin.



Sue MacAuley, Oberlin's current sports information director, is a Conservatory senior, majoring in pianoforte. Her teacher is Arthur Dann and her hometown is Woodbridge, N.J. She scheduled her senior recital for Dec. 8, an evening when she doesn't happen to have a basketball or hockey game to cover.

The cross country team, coached by Dick Michaels, ran well, with senior Al Smith (son of Reed Smith, '49) leading the way, followed close behind by sophomores Rob Mallory (son of Robert, '35, and Satone Stoddard Mallory, '44), Dave Hilbrink and Don Pulsifer and freshman Bruce Delaplaine. The Yeorunners finished up their 5-2 season at the OAC meet Nov. 3 by placing fifth in a field of 13. Placing first in the entire meet was Oberlin's Al Smith, with a time of 26:16, followed by Mallory, who placed tenth, and Delaplaine, who was 26th.

Note: that's "Yeorunners," not "Yeomen" because the cross country team is now coed, with the addition of sophomore Lisa Matovcik. The

situation didn't faze Oberlin for the most part, but the reaction was not quite as calm for a few of the opposing coaches. One even refused to compete at all, but he backed down when the Oberlin team voted not to run without Matovcik. Lisa is still forced to run exhibition only, as the OAC does not allow women to compete in cross country (or any other sport).

The women's field hockey team finished its season at 3-2-2. The record was two ties and a loss (to Baldwin-Wallace) before the Yeowomen could break into the win column. The first victory was worth the wait — an 8-0 rout over Lake Erie, followed by a 3-2 triumph over Woos-

ter's JV. In the State Tournament, the team avenged the loss to B-W with an 8-0 win, only to lose in the final round to Wooster's varsity 3-2. Leading scorer was Glynis Davis, (daughter of William P. Jr. and Barbara Day Davis, both '48), most assists, Janet Stone. Also cited for leadership and especially consistent play were co-captain Kaya Hoshino and junior Francie Bobbe (daughter of Alan and Frances Kraft Bobbe, both '49).

The soccer team, coached by Fred Shults, '54, wound up with a 2-5-3 record. The "toemen" dropped the first two contests to Wooster (0-2) and Kenyon (0-3) before winning 2-0 over Wittenberg. A 0-6 loss to Mt. Union was followed by a 3-0 victory over Baldwin-Wallace and a 2-2 tie with Ashland. Ohio Wesleyan won the next one 2-4, and a 3-3 tie with Heidelberg, a heartbreaking 0-1 loss to Denison and a 1-1 tie with winless Kent State (0-5-3) completed the season.

Outstanding booters were Olympio Vormawor, senior co-captain who led the team in scoring, "Fast" Eddy Winter, sophomore center forward, and co-captains Randy Byrn, a junior halfback, and Larry Stoler, a senior halfback.

As was Coach Michaels with the Yeowoman on the cross country team, Coach Shults also was hassled by his dislike of too-rigid rules. He played more than one contest under protest when opposing OAC coaches refused to waive a rule that limits use of players to 18 per team. Shults feels this rule is appreciated by coaches who like to run up lopsided scores. He believes it prevents mass participation.

The women's volleyball team went 4-5 with wins over John Carroll, Notre Dame, Ashland and Case Western Reserve and losses to Baldwin-Wallace, Cleveland State, Wooster, Capital and Akron.



If the referees saw what the camera did, the Obies gained at least 15 yards even if this Martinez pass was intercepted.

Fellowships for Alumni:

Eleven alumni are using awards for study and research during 1973-74 from fellowship funds for Oberlin graduates.

Four received grants from the Henry J. Haskell Fellowship for study and travel: Lawrence Abrams Jr., '69, is doing dissertation research for his Ph.D. in European history in Paris; Karen Bauman, '70, is studying piano in London; Elisabeth Hirsh, '65, is studying open education in England, and Karine Schomer, '65, is doing dissertation research in Indian studies at the University of Chicago and in India.

Three women have awards from the Adelia A. Field Johnston Fellowship: Susan Grigg, '68, is continuing study for the Ph.D. in history at Wisconsin; Marianne Kamii Landy, '68, is studying human development in the Graduate School of Education at Harvard, and Nancy Russell, '63, is studying for an advanced certificate in physical therapy at Southern California.

Two awards were made from the Gilchrist-Potter Prize Fund: Sheila Frazer Cassels, '60, is completing study for a master's degree in library science at Wisconsin and Susan Corliss, '71, is continuing study in art history at Michigan.

Two other awards were made from the M. Woods Lauer Memorial Fund: Lawrence Abraham, '71, is studying for the Ph.D. in neuropsychology at Columbia, and Steven Jacobson, '69, did summer study in clinical psychology at NYU.

Awards for 1974-75 will be available from all of these funds. In addition, the Aelioian Fellowship will be available for women candidates and the Dipman Scholarship for men or women for study in a school of journalism. The Committee of Graduate Study gives preference to appli-

cants who graduated from Oberlin two or more years before the time of application, except for the Dipman and Lauer funds which have no preference about the time of a recipient's graduation from Oberlin.

Alumni interested in applying for awards for 1974-75 should write to Dorothy M. Smith, director, Office of Placement and Graduate Counseling, Peters Hall, for application forms and full details of the application procedure. Deadline for applications will be Feb. 15, 1974.

Research Associateships

Postdoctoral research grants for 1974 are being offered by the National Research Council. These research associateships, which offer stipends of \$13,000 or more, are available to recent recipients of doctorates in chemistry, space sciences, physics, atmospheric and earth sciences, engineering, life sciences and mathematics. The grants are also available to senior scientists and non-U.S. citizens, in some cases. The application deadline is Jan. 15. Awards will be announced in April. Full information is available from Dorothy Smith, Office of Placement and Graduate Counseling, Peters Hall, Oberlin College.

Club Activities

"Oberlin Dialogues," a slide-tape program from the Alumni Office, continues to make the rounds of alumni clubs across the country. The program includes comments by administrators, faculty and students on campus topics: town-gown relations; the Inter-Arts program; "new directions" in physical education; black student affairs and interracial concerns at Oberlin.

The Youngstown Oberlin Women's Club viewed "Oberlin Dialogues" at its first meeting of the year Sept. 26. Nora Jones, '73, assistant executive director of the Alumni Association, presented the slide program and spoke about change at Oberlin. The meeting, chaired by Patricia Brady Soller, '45, was preceded by a dinner at the home of Esther Hoffmaster Bailey, '29.

On Oct. 14, "Oberlin Dialogues" was featured at a meeting of the North Carolina club in Chapel Hill, following a spaghetti supper in the neighboring back yards of Anne Carleton Wright, '54, and Barbara Frame Eger, '63. Eight prospective students and a few parents attended.

Other informal get-togethers of alumni and parents of current and recent students were sponsored by clubs in Los Angeles, Washington, D. C., and New York. A potluck dinner and recipe exchange for L. A. Oberlinians was held in Descano Gardens Oct. 6. The Post Hall reception room at Mount Vernon College was the site for early evening gathering of D. C. alums Nov. 3. Wine, cocktails and hors d'oeuvres were served and impromptu chamber music provided further atmosphere. On Nov. 12, alumni in the New York City area met for cocktails at Martell's Restaurant in Manhattan.

On Oct. 24, alumni in the Twin Cities region gathered for a picnic at the Katharine Ordway National History Study Area with experienced guides on hand to lead nature walks.

President Fuller spoke to the Westchester-Southern Connecticut club on his perception of the three major polarities within the Oberlin community — black-white, female-male, student-teacher. The Oct. 12 dinner meeting, attended by more than 80 alumni and parents of recent and current students, was held at the Rye (N.Y.) Country Club.

LETTERS

Crisis Hasn't Passed

Thank you for the informative article on newsmen's shield legislation in the July/August issue. The debate which the article dealt with must have been stimulating and I regret that I was unable to attend.

One of the most hotly-debated topics in state legislatures, Congress, on college campuses and in the news media in the past year or so has been the question of shield bills. While much has been said pro and con, the only clear-cut conclusion we can arrive at is that there are almost as many opinions as there are people concerned with the matter. The article in the July/August issue is a case-in-point and the Michigan Legislature has been no exception.

Last May 22, the Michigan House passed one of the broadest and most far-reaching shield bills in the nation by a 75-25 margin. The bill, of which I was the author and chief co-sponsor, had solid bipartisan support. It provides absolute protection of confidential sources for all newsmen in all media under all circumstances. It is now under study in the Senate Judiciary Committee.

I think it is significant that from the time I introduced the bill in January until it passed in May, it received more attention than any bill this session; it was debated on the House floor one or two hours a day for almost a month before passage was secured. The end result of this experience with shield legislation has been that my faith in democracy, the American people and the American news media is now stronger than ever. Whether for or against such legislation, the vast majority of people I have come in contact with on this matter are, by the very depth and breadth of their involvement with it, tacitly conceding the importance of the news media, the first amendment to the Constitution and the necessity of an informed public for democracy to succeed. If this were not the case, news media coverage would not have been so broad, legislative debate would not have been so vehement, and public interest would not have been so intense.

Yet, more than three months after my bill's passage, I am still concerned for the safety of the first amendment. The cause for my apprehension is a feeling that many people view the crisis as having passed, that the sanctity of the free press has been buttressed, that we can forget the matter until another threat poses itself.

The causes of this seemingly renewed feeling of safety are manifold. Agnew's vicious attacks on the media have ceased. No newsmen has been charged with contempt of court in several months for refusing to disclose his

sources. Many people are grateful for the media's intense pursuit of the Watergate case. And, perhaps most significantly, many people, including a large number of newsmen, feel that as a result of Watergate the press has shown itself to be so strong that it does not need protection. Some of this may be true, but in the final analysis, I simply refuse to believe that we can now rest easily.

The primary argument which I have been hammering away at since last January is that shield legislation is not designed to protect newsmen, but rather is aimed at guaranteeing the right of the American public to a free flow of information. I strongly disagree with those who, though not disputing the positive benefits to be accrued from encouraging a free flow of information, argue the lack of need for legislation to re-establish its strength. The most conclusive corroboration of this thesis is contained in a speech given by Frank Stanton, '65h, vice chairman of CBS, before the Senate subcommittee on constitutional rights last Feb. 22. In the words of Mr. Stanton, "In every newsroom today journalists are examining whether a story is worth a prison sentence if the government or private litigants issue subpoenas requiring reporters to reveal unidentified sources or turn over unpublished material." Anyone who argues against the need for shield legislation should consider the ultimate ramifications of this deadly self-scrutiny. If we cannot see that the jailing of two dozen American journalists and the harassment of thousands more has negatively influenced our free flow of information, then we are truly blind.

As David Brinkley said last December in Los Angeles: "There are numerous countries in the world where politicians have seized absolute control and muzzled the press. There is no country in the world where the press has seized absolute control and muzzled the politicians."

JACKIE VAUGHN III, '54 A.M.t
State Representative
18th District, Michigan

Lansing, Mich.

Ultimatum

Andrew Bongiorno's article (THE COMING AGE AND THE DEPARTING AGE, July-Aug 1973) was humane, literate and very sad to one who has been eternally grateful for the excellent, structured education he received at Oberlin.

I will neither support Oberlin financially, send my children there or recommend it to young people until it again becomes an institution of "learning and labor" rather than "fun and games."

NORMAN A. BAILEY, '53
Professor of Political Science
Queens College

Flushing, N.Y.

Inevitable Change

The first seven letters in the July-August issue came on top of testimony by Watergate power-type administrators and were very disturbing. Will there be an Oberlin College for my 50th reunion next May?

Then I read "Walking Out on the University" in the September issue of *Harper's*. Mr. Thompson's cycles from the nursery to the nursing home are interesting, particularly when you consider 35-49 as the time of the

dean, the administrator, the politician. It is the age of power.

From 49 to 63 this person is ready to be entrusted with the custodianship of the institutions themselves. He is ready to be the judge, the president of a university, corporation or nation.

From 69 to 77 the sage expresses the wisdom and authority of the human race as opposed to the skill and power of those who happen to be ruling at the moment.

Change is inevitable. Now I feel that trustees should listen to people over 35 before changing rules on basis of student votes. For Oberlin, the sages will equal or outnumber the student body. At least we can hope for Oberlin's survival.

MARGARET B. HAYS, '24

Philadelphia

Woops

I read with interest "Brave New Men: A Basis for Discussion" in the Sept-Oct issue.

There appears to be a contradiction between Table 7 and the text on Page 11. I refer to the responses (and interpretation thereof) to the statement "I feel that developing sexual relationships with men is morally wrong." Table 7 indicates 67% of respondents *disagreeing* with that statement, but the text says 67% *agreed*. Please clarify this inconsistency. I plan to use the article as a basic of sex roles discussion in a sexuality course I am teaching.

MARCIA BAILEY
Associate Professor of Physics
Central Michigan University

Mt. Pleasant, Mich.

The error was in the original manuscript. The table is correct. — Ed.

Ironical Transition

Ann Fuller's article (LIBERATING THE ADMINISTRATOR'S WIFE, Sep-Oct 1973) strikes a sympathetic chord in anyone who has been in a similar situation. As a young minister's wife I was frequently astonished and occasionally terrified by the variety of skills expected of me. Letting a wife be herself instead of an unpaid member of a team has much to recommend it.

And yet . . . and yet . . . among the most valuable experiences in my college years was the friendship of faculty members and their wives. They entertained us on their depression salaries, gave of their time and attention and sympathy when they were needed. Permanent friendships as well as intellectual achievement resulted. As a faculty wife, I have tried to assist in handing on that kind of experience to my husband's students.

In years past, many wives considered themselves part of a team with their husbands, and many still are. Although many, perhaps most, of us have paid jobs, we have also done "unpaid work," as Ms. Fuller resentfully calls it, in college and town. We have felt that we were contributing only our share to the sense of community that the college and small town should have. Now, however, although volunteer services are not ruled out, wives of new faculty are specifically informed that they have no stated responsibilities, a statement which makes it

explicit that the College does not "exploit" faculty wives.

The women's movement is emphasizing the idea that people are judged only by their *paid* jobs. With this crassly commercial notion on the rise, it is small wonder that students generally are less willing to volunteer their services, more apt to expect academic credit for community work — an expectation with serious academic, financial and moral implications.

The report to the faculty on the Human Development Program (see page 9 — Ed.) mentions the alienation of students, their great need to have friendships and communication of the kind which were common in "times when colleges were more humane places," when students could depend on "durable friendships and personal relationships with faculty members." The report claims that students feel lost in an atmosphere where professors are not open, do not teach values. It is hard to believe that the writers spoke with many faculty members or visited classes outside the program they were evaluating. Most professors are sympathetic and helpful to students and their problems. Individual conferences, departmental dinners and picnics, informal home entertainment are a few of the ways of showing their concern. The College has considered these so important that money has been available to help with expenses (not to pay for time) for some occasions.

We faculty wives, it seems, are in a state of transition. Formerly our assistance was taken for granted; now it is considered optional. In the future we may be told to keep our distance. In the meantime, it is ironical that the College now needs a large and increasing number of psychological counselors, advisers, deans and "deanlets," who dispense "friendship" professionally. The women's liberation movement works for the transition from exploitation (voluntary assistance) to dignity (liberation from participation), and it seems that we must explore it. But I hope that as we go along we remember also how to maintain and encourage the sense of friendship, concern and community that has made Oberlin College a very special place to be.

DOROTHY HOLBROOK

Oberlin, Ohio

Between Be and See

If I had been wearing negotiable pants and had size 12 feet, I might not have found myself stuck in the organ pedals last Easter Sunday. So why shouldn't I have a grudge against men? And don't tell me you know a male organist whose size twelves made him pale and flush helplessly during a Bach masterpiece in front of hundreds (well, all right, maybe not quite hundreds, but it *was* Easter, and rural America still believes God is alive). These things don't happen to men, because God is alive and well, and male.

And that organist you know, how much does he earn, anyway? Aha! — you see, he's not a college administrator's wife expected to enjoy putting his best foot forward for rewards in the next life. There's no need to point out that I'm not a CAW, either.

I have a good grip on my husband's coat-tails, and as you can see, I have a strong foothold in services to the community. If I stay out of mental institutions until the magical age of 35 (*Women and Madness*), some Easter to come you will find me rising to a new pedestal (give me a hand, will you please?). Until then, I am a woman, a wife, a mother, caught between be and see . . . But I *like* organ music.

NANCY MAYO BERGMANN, '64
Bridgewater, N.Y.

Peters Hall Remembered

"Preservation Urged for 18 Buildings" in the Sept-Oct issue is most interesting. I applaud the Dober report especially as it relates to Peters Hall.

My mother was an Oberlin graduate and you may be interested in an entry in her diary dated Jan. 26, 1887. It reads: "Went to the dedication of Peters Hall, a magnificent new building for recitations costing \$68,000 and the gift of Mr. Peters of Michigan. The dedication was in the afternoon. In the evening I went to the housewarming or reception in Peters Hall. Over a thousand invitations were given. The four college classes were invited. Refreshments were served. I went with Mr. McClelland, a sophomore, and had a lovely time. Was introduced to Mr. and Mrs. Peters."

ALICE LUETHI BARNES, '19
Simsbury, Conn.

Stechow Did It

"Rubens for Real" (TAPPAN SQUARE NOTEBOOK, Sep-Oct 1973) contains some of the same errors that appeared in the *Washington Post*.

The Intermuseum Laboratory did indeed devote the better part of a year in the study and treatment of the National Gallery painting. The Laboratory did find evidence that supports the attribution to Rubens, but it was only one member of an extraordinary team. The "sophisticated tests" were conducted at the Mellon Institute of Carnegie-Mellon University by Robert L. Feller and Bernard Keisch and it was Dr. Keisch who "found that pigments . . . came from the same hand-mixed batch of paints" (a statement he would probably find a bit confusing).

However, none of this evidence, fascinating as it has been, can prove Rubens' authorship. This must be left to the style critics, and it was Oberlin's Wolfgang Stechow who did the exhaustive research that makes the painting's attribution to the master convincing.

These are academic points which will be put straight presently when the National Gallery publication *Studies in the History of Art*, 1973 comes off the press. The entire issue will be devoted to the Rubens' painting, including contributions by Drs. Stechow, Feller and Keisch, as well as the record from the Intermuseum Laboratory. This publication will record what may be the most complete investigation of a painting yet publicized in this country. Your readers should find it of interest when it appears.

RICHARD D. BUCK
Head of Training Program
Intermuseum Laboratory
Oberlin, Ohio

BOOKS

FLYING INLAND by Kathleen Drucker Spivack, '59. Doubleday. \$5.95 hard cover, \$2.50 paper. In this, her first complete book of poems, the author deals primarily with common subjects and occurrences of everyday life. The moods range from gentle and contemplative to forceful and almost harsh. A number of the poems concern children; animals are other frequent subjects. She also uses ancient mythology for inspiration for several of her poems. Ms. Spivack, who lives and works in Boston, has published poetry in a number of magazines, including *The New Yorker*, *The Atlantic* and *Esquire*. She was one of four winners of the 1972 Discovery Award of the Poetry Center, New York.

WHOLE-EARTH, INNER SPACE by Christopher Humphrey, '61. Thales Microuniversity Press. Written as a protest against today's emphasis on practicality and compartmentalization, this book attempts to present a humanistic, balanced and harmonious way of viewing our lives and the world. The author emphasizes the importance of the inner life, the humanist syntheses and value science, which applies the scientific method to evaluative and conceptual problems as well as simple explanatory problems. He also deals with the concept of scientific religion, a rational and empirical type of theology. Humphrey teaches at Thales Microuniversity in Stillwater, Okla.

THE BRIDEGROOM AND HIS BRIDE by Roland F. Thompson, '23. Good News Publishers. \$3.70. This exposition and commentary on the Song of Solomon, is a complete verse-by-verse discussion of this often difficult Bible book. Thompson interprets the Song as a prophecy of the coming of Jesus and the founding of the Church. It is meant for private use or as a reference book for Bible study classes. Thompson has worked 25 years in its preparation.

CELEBRITY REGISTER by Elizabeth Pierce, '44, senior author. Simon and Schuster. This oversized reference book is a compendium of some 1,500 short biographies of well-known men and women, ranging from baseball star Hank Aaron to the centenarian movie mogul Adolph Zukor. According to Liz Smith, writing in the October issue of *Town and Country*, the book is "a chic, massive, amusing, and just possibly indispensable new 'in' tome to keep your coffee table from levitating when Madame Arcati pedals over for drinks."

LOSSES IN THE OBERLIN FAMILY

and John, daughter Carol (Mrs. Frank White), '33, seven grandchildren and six great-grandchildren.

1908

LUCILE W. TILLINGHAST, June 26, 1972, at 86 years of age after a long illness. For many years she had charge of the women's athletic program at the Central YMCA in Cleveland. She was director of the YWCA in Dayton, Ohio, for a number of years and she was physical director at Defiance College, Hiram College, University of Tulsa, and YWCA's in Sioux City, Iowa, and Pittsburgh, Pa. She spent her retirement years at her birthplace near Berlin Heights, Ohio. She leaves two nephews and a niece.

1910

CHESTER S. BUCHER, Sept. 12 in a Ft. Lauderdale nursing home. He had lived in Florida since 1949 and founded the Plantation Community Church in Ft. Lauderdale and the First Congregational Church in Choral Ridge. He also was interim pastor at churches in Ft. Myers, West Palm Beach and Miami. More recently he was guest preacher in several churches.

This ministry followed 29 years in Cleveland and New York City as business representative for General Electric. Prior to his retirement in 1947, at the age of 60, he continued studies for the ministry and preached in his spare time. From 1913 to 1918 he was pastor in Kansas City, Joliet, Cleveland, Painesville, Lima, Hudson, Youngstown and other churches in Ohio, New York and Connecticut.

Mr. Bucher considered himself an activist minister and was the first in Ohio to use motion pictures in a church service. He often preached at black churches and invited black ministers to share his pulpit. He continued to preach and practice brotherhood of all people in Florida.

He was born in Kansas City, Mo., Aug. 13, 1887, and enrolled at the Academy in 1904. He was a varsity debater in the Academy and in the College. After graduation he received the A.M. from Columbia and the B.D. from Chicago.

Mr. Bucher leaves his wife, the former Margaretta Hall, son Carlton, '34, daughters Jane (Mrs. Edgar Chibouk), '35, and Martha (Mrs. Robert Knapp), '36, seven grandchildren and eight great-grandchildren. His first wife (Amanda Kaercher, '13) and a son, John T., '38, both died in 1959.

1911

HAROLD L. REED, Dec. 22, 1972, at Ithaca, N.Y., following a year's illness. He retired in 1954 as Thorne Professor of Economics at Cornell where he had received the Ph.D. in 1914.

Mr. Reed was born in Dunlap, Iowa, June 29, 1888. When he was seven years old his father, principal of the high school in Woodbine, Iowa, became president of a struggling new telephone company and the whole family worked to get the capital for the venture. Young Mr. Reed's jobs included milking cows, selling eggs in Omaha, and later working as lineman, bookkeeper and central op-

erator. After his father's death in 1927, Mr. Reed became president of the company. He also served on the board of two Ithaca banks.

In 1926, Mr. Reed helped to survey the Federal Reserve System for the U.S. Chamber of Commerce. He was on the N.Y. State Banking Board from 1932 to 1944 and he was economist for the Association of Reserve City Bankers while the Banking Act of 1935 was being written. He published many articles in magazines and professional journals. In the early 1930's he wrote a series of articles for the financial columns of the New York *Herald Tribune*.

His books included "Development of Corporation Finance," "Federal Reserve Policy, 1921-30," "The Commodity Dollar" and "Money, Currency and Banking."

Mr. Reed taught at NYU 1915-16 and 1919-20 and at Washington University, St. Louis, 1920-23. He was a corporal in the Army in 1918. He always maintained that down-to-earth experience was important "because economics must not be just a plaything of the intellectuals." His rules on how to teach were: "Talk realistically, convince students that you are genuinely interested in them, and make it clear that you'll break their blooming necks if they don't work."

He bitterly opposed the awarding of honorary degrees by colleges on the ground that "they are not competent to determine who among the world's luminaries are most deserving of academic recognition" and he urged Oberlin to follow Cornell's practice of not awarding them.

Mr. Reed leaves his wife, the former Henrietta Koch whom he married in 1917, and a daughter, Doris. A son, Kenneth, was killed in World War II and a son, Roger, died in 1945.

1913

BEULAH HIBBEN LaVIOLETTE, April 17 in Los Angeles after an illness of six months. She attended the Conservatory in 1909-10. Her husband, John W., to whom she was married in 1914, died in 1953. She leaves a son and a daughter, six grandchildren and two great-grandchildren.

RUTH ROBINSON SCOTT, July 14 in Mt. Pleasant, Mich., her home since 1934. She was born in E. Tawas, Mich., Sept. 9, 1890, and attended the Conservatory 1909-11, majoring in vocal studies. She graduated from Southern California in 1914 and taught public school music, music appreciation, voice and piano in the Los Angeles area. She also performed vocally in church solo work and other activities.

In 1924 she was married to James J. Scott and settled in Michigan where she was active in church music, community musical activities and taught piano privately. Her husband died in 1967. In recent years she spent winters in Lakeland, Fla., and participated in musical events at her hotel. She leaves a daughter, Cecelia, in New York.

1914

FRANKLIN C. PALM, Sept. 12, 1973, in Berkeley, Calif., where he was emeritus professor of modern European history at the University of California. He was born Aug.

Academy

FREDERICK S. KELLY, Aug. 25 in Mansfield, Ohio, after a heart attack. A resident of Mansfield since 1911, he retired as treasurer of Farm Tools Inc. in 1955 and since had operated his own accounting business, Kelly Services Inc., in his home. He was born in Omaha, Jan. 7, 1890, and attended the Academy in 1908-09. He later attended Bradley Polytechnic in Peoria. Mr. Kelly leaves daughter Janet (Mrs. Glenn Irely) in Mansfield, a brother and four grandchildren.

1898

LUERA WOODRUFF SCHELLBACH, March 4 in Chula Vista, Calif., where she had lived since the death of her husband, Charles, in 1932. Prior to her marriage in 1902, Mrs. Schellbach taught English at Adrian (Minn.) High School and Saluda (N.C.) Seminary. She was born in Sheffield, Ohio, Dec. 28, 1874. In 1948 Mrs. Schellbach gave the College \$1,000 as a scholarship fund in the memory of her sister, Ida May Woodruff, who died in 1886, her senior year at Oberlin. She leaves sons Carl and Lewis and a niece, Ida Woodruff Harrison, '30.

1904

HELENE STITZEL FULLER, Oct. 10 in Loudonville, Ohio. She was a past president of the Ohio Federation of Music Clubs and was president of the Loudonville Public Library Board for 40 years. Last June she marked her 90th birthday by establishing a music center at the library. Mrs. Fuller was organist at Zion Lutheran Church for 50 years. Her husband, Dr. Gaillard B. Stitzel, died in 1955. She leaves sons Carl and Jacob.

1905

ELLA BOORMAN BELL, Jan. 14 in Riverside, Calif. She had been in failing health for several years. Born June 17, 1884, in Atlantic, Iowa, she was married in 1906 to Oscar Perry Bell, a minister in the United Presbyterian Church. Both were beloved, especially by young people, as he served pastorates in Chicago, San Francisco and Southern California. He is deceased.

In Long Beach, Mrs. Bell was president of the AAUW and was active in PTA and civic groups. She leaves sons Robert (Mike), '40,

16, 1890, in Willmar, Minn., and taught at Berkeley from 1921 until 1957.

Mr. Palm was professor of history at Buena Vista College in Storm Lake, Iowa, and at Colorado College in Colorado Springs prior to joining the Berkeley faculty. He received the A.M. in 1915 and Ph.D. in 1918 from the University of Illinois. He was the author of "Calvinism and the Religious Wars" (1932), "Politics and Religion in 16th Century France" (1927), "Europe Since Napoleon" (1934), "The Establishment of French Absolutism" (1928), "The Middle Classes: Then and Now," several textbooks and a number of monographs and articles.

1915

HARRY E. BARNARD, Aug. 20 in Detroit after a long illness. Services were Aug. 23 in Grosse Pointe, Mich.

Mr. Barnard, recipient of the Alumni Award for direct service to Oberlin College in 1967, had been an honorary trustee of the College since December 1971 and had previously been an active trustee for 30 years. He was a modest person of quiet dignity who gave thoughtful consideration to the problems of Oberlin over these years as a member of the Executive and Planning and Development committees of the Board of Trustees.

He gave countless hours to traveling and overseeing the investments of the College and he was exceedingly generous, and always anonymous, in supporting the College financially. He was always supportive of the grass roots level of alumni activities, especially in regard to the Oberlin Alumni Club of Detroit.

The annual Class of 1915 Public Discussion Contest has always been supported by Mr. Barnard and Barnard House was named for him without seeking his approval.

Mr. Barnard was born in Denver, July 11, 1892. After his graduation from Oberlin, he studied law at the Univ. of Michigan, served in the Army in 1918-19, and received his law degree in 1920. He was one of the youngest men ever elected prosecuting attorney in Jackson County, Mich., in 1924 and re-elected in 1926. He then served two terms in the Michigan Legislature.

After moving to Detroit to practice law in 1935, he resigned as a member of the Michigan State Crime Commission. He was an officer, and for many years, a director of the Michigan Children's Aid Society, director and officer of the Detroit Citizens League, member of the executive council Detroit Area Boy Scouts of America, and a ruling elder in Gross Pointe Memorial Church.

He leaves his wife, the former Erma Boulton whom he married in 1948, son Robert, daughters Mrs. Robert Maxwell and Mrs. George Yannopoulos, sister Elizabeth Barnard Sheldon, '18, and 11 grandchildren. His first wife (Helen Coleman, '16k), whom he married in 1922, died in 1945.

1916

AMY F. WEBSTER, Aug. 3 in Fairhope, Ga., where she had lived in retirement since 1960. She was born in Atlanta, June 21,

1893, and taught business subjects in Detroit from 1927 to 1960. Prior to that she taught on Cape Cod and Nantucket and in Beirut, Lebanon where, in 1920 and 1921, she was a clerk in the American Consulate. From 1922 to 1927 she was a clerk and later a teacher in Aurora, Minn. She received the B.S. in business education from Boston University in 1922 and the A.M. in education from Columbia in 1933.

1917

EUGENE F. BABCOCK, Oct. 10 at his home near Wellington, Ohio, after a long illness. He was a retired farmer and attorney. Mr. Babcock was born in Rochester, Ohio, Aug. 2, 1889. His father, the late Stephen S., attended the Academy in 1866-67 and his grandfather, also named Stephen S., was enrolled in the Academy in 1833-34. Mr. Babcock received the L.L.B. from Western Reserve in 1927. He leaves his wife (Esther Shelton, '21), whom he married in 1929, children Jarvis, '53, Alice (Mrs. William Bradley), '54, and Catherine (Mrs. Thomas Silver), '65, and eight grandchildren.

DORIS WOOD MARVIN, July 19 in Yakima, Wash. She had moved there from Loveland, Colo., in 1965 to be near her son, Richard, '42, and his wife (Norma Jensen, '42). He is vice president of Yakima Valley College and she is organist for the First Presbyterian Church of Yakima.

Mrs. Marvin was born in Jamestown, N.D., Oct. 31, 1895. She was married in 1917 to W. Ross Marvin, '17. He died in 1962. In addition to son Richard, she leaves children Elizabeth Marvin Forney, '40, and Edward, a sister, 11 grandchildren and nine great-grandchildren.

1919

LAURA RISLEY CLUFF, Aug. 5 in Wyoming, Ohio, where she taught high school English from 1922 until her marriage in 1935. She previously taught at Booneville, Ind. Her husband, Clarence B., was head of the patent department at Procter and Gamble. He died in 1945. Mrs. Cluff was secretary of the Cincinnati chapter of the Oberlin Alumni Association for 11 years. She leaves a sister, brother and nine nieces and nephews.

1920

MARY TILLOTSON QUAYLE, Oct. 15 in Delaware, Ohio, after a long illness. A native of Oberlin, she had lived in Delaware since 1939. Her husband, Philip, died in 1931. She leaves a son, daughter, three sisters and seven grandchildren. Burial was in Westwood Cemetery, Oberlin.

1921

WILLIAM H. HINMAN, June 18 in Yonkers, N.Y. From 1926 until his retirement in 1967 he owned and operated a shoe business in Tuckahoe, N.Y. He was born in Clarks, Neb., March 2, 1899, and was a son of Herbert John Hinman, '94. He leaves his wife, the former Searle White whom he married in 1926, son William J. and three grandchildren.

A. WILLIAM LOY, M.D., June 28 in Memphis (Tenn.) Navy Hospital. He was born in Grandview, Tenn., March 27, 1896.

Dr. Loy retired in 1955 as a captain in the Navy Medical Corps following a 30-year career that spanned World War II and the Korean campaign. His education at Oberlin was interrupted during World War I when he served two years in France as a member of the Oberlin Ambulance Unit.

Following graduation from Western Reserve Medical School in 1926, he entered the Navy as a surgeon and continued his medical studies in surgery, ophthalmology, otolaryngology, aviation medicine and preventive medicine.

After retiring from the Navy he made his home in Grandview where he managed a large ranch and timberlands. He was president and director of the First National County Bank of Spring City, Tenn., and he served for several years as chairman of the board of directors of Rhea County (Tenn.) Hospital. He also was moderator of the Presbytery of St. Andrews Church.

Dr. Loy leaves his wife, the former Marian Broadhead whom he married in 1944, children Jane, Anne and Dr. William and a grandson.

1922

ZACHARY S. ZIMMERMAN, Dec. 28, 1972, at Oceanside, N.Y., of acute leukemia. He was hospitalized shortly after attending his 50th reunion in May 1972, which he had insisted on attending even though he was very ill at the time.

Mr. Zimmerman was an accounting teacher at New York City high schools from 1931 until 1965. Since then he had practiced law in Lynbrook, L.I. After receiving his law degree from Columbia in 1926 he was a law clerk and attorney at various places until he went into teaching.

He was treasurer of the High School Teachers Association 1946-58 and also served as attorney without fee to teachers. He was responsible for a 1959 law affecting the reimbursement to teachers on sabbatical travel in a case which he argued before the U.S. Tax Court. In his quiet way he did many wonderful things for blacks, whites, Japanese and young people. He encouraged several students to attend Oberlin.

Mr. Zimmerman was active in the Boy Scouts and he was a director of the Institute for Adult Education at Tilden High School in New York. During WWI he served in the Army. He leaves his wife, the former Nancy Steinbock whom he married in 1928, son Leon, '58, and three grandchildren.

1923

MILDRED TOWN, July 7 at Detroit, Mich., after suffering a stroke last May 27. She was professor of piano and organ at Greensboro (N.C.) College from 1926 until her retirement in 1958 and she moved to Dearborn Heights, Mich., in 1966 to be near her sister, Ruth Town Means, and her niece, Marilyn Copeland.

Miss Town was born in Havana, Ill., June 17, 1893, and she received her A.B. from

S.E. Missouri College in 1914. After receiving her Mus.B. from Oberlin, she received the Mus.M. from Northwestern in 1944.

1924

GRACE F. P. SMITH GATES, Oct. 6 at her home in Chicago after an extended illness. She was past president of the University of Chicago Settlement League, past treasurer of the Hyde Park League of Women Voters and active in civic affairs.

Mrs. Gates was born in Chariton, Iowa, Jan. 5, 1902. Prior to her marriage in 1930 to Harold E. Gates, she taught French at Ewing (Ill.) College and at Faulkner School in Chicago. She leaves her husband, children John M. P., '56, and Lois Gates Roberts, '59, and five grandchildren.

CHARLES S. NICHOLS, July 28 in Beebe Hospital, Lewes, Del., after a year's illness with terminal cancer. He had lived in Millsboro, Del., since his retirement from the ministry in 1963.

The Rev. Mr. Nichols was born in Olathe, Kan., March 24, 1900. He completed his graduate training at Boston U., Auburn, Chicago and Hartford, and he taught three years at Ling Nan University in Canton, China, before serving pastorates in Springfield, Mass., Enfield, Conn., Columbus, Ohio, and Park Ridge, Ill.

In 1929 he married Josephine Zartman who was then assistant to the dean of women at Swarthmore. Both taught at Schauffler College in Cleveland and both were ministers at South Congregational Church in Columbus.

Mr. Nichols leaves his wife, two sons and six grandchildren.

1925

RALPH M. ANDREWS, Oct. 10 at his home in Buffalo. He was president of the Alumni Association from 1936 to 1939, alumni-elected trustee 1949-1954, former president of the Buffalo Area Chamber of Commerce and senior partner in the law firm Hodgson, Russ, Andrews, Woods & Goodyear. Mr. Andrews, considered an authority on tax matters, served in many positions with the New York State and American Bar Associations.

He was born in Oil City, Pa., July 28, 1903. As an undergraduate he was president of the senior class, member of Men's Senate and the Honor Court, chairman of the 1924 Mock Convention, and a varsity debater for three years. He graduated from Harvard Law School in 1928.

Mr. Andrews became president of the Oberlin Alumni Club of Buffalo in 1931. In 1934 he directed an extensive survey of alumni opinion by the Alumni Association.

A member of the Buffalo Chamber of Commerce, he served as its executive secretary from 1943 to 1945 and its president in 1947 and 1948. He also was a charter member of the Buffalo Junior Chamber of Commerce and served as its president and board chairman. He was a director of the Buffalo YMCA.

Mr. Andrews' wife, the former Kathryn Rickenbrode whom he married in 1935, died in 1972.

HAIG M. PRINCE, Aug. 31 in Los Angeles after an illness of more than four years. He was born in Yozgad, Turkey, June 4, 1899, of Armenian parents. He quit school after the beginning of World War I in 1914 to help support his family of four sisters and five brothers. In 1920 he went to Constantinople and was admitted to Robert College for two years of study.

He came to the U.S. in December 1922 and was recommended to Oberlin by the Near East Colleges Association in New York. He graduated cum laude. In 1926 he opened a small radio shop in Los Angeles and by 1931 he was doing business at a rate of approximately \$3 million annually.

Since 1933 he had been engaged in real estate investments, principally commercial. His most recent enterprise was the management of Haig M. Prince Properties and his holdings included some of the largest commercial buildings in Los Angeles. In 1958, Mr. Prince sold an 85-room mansion he had lived in since 1943 for a reported \$450,000 to Bishop C. M. Grace, a cult leader known to his followers as "Daddy Grace," for use as a Western headquarters.

A year earlier Mr. Prince had leased the mansion to James Cagney for the filming of a Paramount production "Short Cut to Hell."

Mr. Prince and Mary Eileen Newell were married in 1930 and divorced in 1946. They had four children.

1926

VERNA CHRISTOPHEL RIGGS (VERNA CHRISTOPHEL, M.D.), Jan. 18, 1973, at Mishawaka, Ind., where she was a physician and surgeon in obstetrics and gynecology (private practice) from 1932 to 1972.

She was born in Chicago, June 7, 1905, and received her M.D. from Northwestern in 1931. She did additional study at the universities of Vienna, Edinburgh and Budapest.

She leaves her husband, J. Archie Riggs, to whom she was married in 1939, and children Joseph W., '63, John A. and Julie.

1927

EDITH KEACH EMERY, Sept. 2 at Indiana University Hospital, Indianapolis, following surgery for cancer of the sinus. She was born in Bedford, Ind., Oct. 17, 1901, and gave private violin lessons in Bedford and was music supervisor in New Brighton, Pa., and Goshen, Ind., prior to her marriage in 1929 to Dr. Charles B. Emery.

She and her husband lived in Ann Arbor for four years before returning to Bedford. During World War II they lived in Seattle while he was in the service. She was secretary of the Bedford Library Board for 15 years.

Mrs. Emery leaves her husband, sons Dr. Charles B. Jr. and Atty. Gordon K., sister Catherine Keach, '23, and four grandsons. Four brothers preceded her in death.

1933

HAROLD G. LELAND, t, March 26, 1973, at Bradenton, Fla. He was born at Leominster, Mass., Nov. 20, 1908, and studied at Oberlin 1931-33 after receiving the B.R.E.

from Boston U. He received the B.D. from Andover-Newton in 1935.

He served congregations in Fall River and Newbury, Mass., was a chaplain in the Army 1942-46 and minister of Congregational churches in Waltham and Quincy, Mass., 1946-68. He and his wife, the former Gertrude Durkee, were managers of Walker Missionary Homes in Auburndale, Mass., 1968-70. Mrs. Leland studied at the College 1931-32.

1934

MARTHA HOPKINS SHEARD, Oct. 15 at Lockwood-MacDonald Hospital, Petoskey, Mich., only 10 miles from her family's summer cottage at Alanson, Mich. A lifelong resident of Cincinnati and Alanson, she suffered a heart attack shortly before her death. She and her mother, Murrell Edwards Hopkins, '08, had visited Oberlin last May for Mrs. Hopkins' 65th reunion.

As an undergraduate, Mrs. Sheard, who was born July 26, 1912, was a member of the *Review* staff and the Women's Glee Club. She received the B.S. in personnel administration from Simmons in 1937. Prior to her marriage to Richard A. W. Sheard, in 1941, she did personnel work and directed fashion shows for Marshall Field Co. in Chicago, was personnel director and assistant registrar for Marietta College and manager of the Alumni Office at the University of Cincinnati.

Mrs. Sheard had been treasurer of the Cincinnati PTA, president of the Junior Women's City Club, a trustee of the Council of Churches of Greater Cincinnati, secretary of the Better Schools Committee of Indian Hill, and board member of the Memorial Community Center, the Hamilton County Good Government League, the AAUW and the Women's Guild of Indian Hill Church. She was a former secretary of the Oberlin Alumni Club of Cincinnati and a member of the Hamilton County Citizen's Committee to Consolidate School Districts.

She leaves her husband, her mother, children Richard Jr. and Angela (Mrs. Darrell Ripley), brother Lewis, and five grandchildren. Her father, Russell B. Hopkins, '08, and her brother, John S. Hopkins, '48, are deceased.

1935

RUTH BRENNER MELLINGER, M.D., Oct. 8 in Lancaster, Pa., after a very brief illness. She was known throughout the Manheim, Pa., area as "Dr. Brenner" and was a family doctor to hundreds. She suffered a heart attack earlier in the year and had been absent from her work for several weeks. In September she was recognized by the American Heart Association for her past presidency of the Lancaster chapter.

Dr. Brenner was born in Lancaster, March 14, 1913. She received the M.D. from Women's College of Pennsylvania in 1939. She was school physician at the Manheim Central High School and a staff member at Lancaster General Hospital and St. Joseph Hospital. In 1960 her hobby of rughooking led to her introduction of the craft for physical therapy in convalescent homes.

She leaves her husband, Chester, her mother, and two sisters.

1937

MARGARET RICHARDSON MATHESON, Sept. 13 in the Mary Hitchcock Hospital in Hanover, N.H., of brain cancer. She was born June 10, 1916, at Staten Island, N.Y. In recent years she was office manager for Richards Foods Inc., the food concessionaire for Mt. Snow, Vt., and she had supervised cafeteria personnel for the Mt. Snow Development Corp. During WWII she was an inspector for Boeing Aircraft Corp. in Alaska. Earlier she taught at the University of Nebraska and was a clerk and bookkeeper for a general store and assistant to the Postmaster at Fox, Alaska. She leaves four children and two sisters.

1938

SCOTT P. HAUSER, t, Aug. 27 at Wilmington, Del. A retired Methodist missionary, he and his wife (Lora Catlin, '14) who died in 1958 took courses at the College and in the GST in 1937 while on furlough from Peru. Mr. Hauser's great-grandfather, Hiram A. Pease, was a brother of Peter Pindar Pease. A graduate of Dakota Wesleyan in 1908, Mr. Hauser received the S.T.B. from Boston Univ. in 1915 and attended the Univ. of Chicago in 1921 and 1928 and Scarrett College in 1944. He leaves son Richard, '41, daughter Ruth (Mrs. William L. Neal), '42, and grandchildren Margaret (Peggy) Neal, '71, and Scott Hauser, '70.

ROBERT C. POOLE, Oct. 13 in Franklin, N.C., after a heart attack. He had been an industrial representative for Pittsburgh Plate Glass Co. since 1956 and a resident of Atlanta, Ga., since 1962.

Mr. Poole was born in Cleveland, Aug. 3, 1914, and enrolled at Oberlin after winning a High School Day scholarship in mathematics. He was a member of the Men's Glee Club, the varsity football squad and Phi Beta Kappa. A former alumni admissions representative and campaign manager for Central Florida in the King Campaign, he was a member of the Masonic Lodge of Atlanta, the Cobb County Mineral Society and the First Presbyterian Church of Roswell.

He leaves his wife (Louise Matthews, '39) whom he married in 1941, daughters Linda L., '64, and Meredith J., '68, son Robert M. and brother H. Gordon. Services in Atlanta Oct. 15 were followed by graveside services Oct. 17 at Westwood Cemetery in Oberlin.

1939

FLORENCE M. READ, Hon. LL.D., April 29, 1973, in Pomona, Calif. From 1927 until retirement in 1953 she was president of Spelman College in Atlanta, the first in the U.S. for Negro women. During her presidency Spelman played a vital role in the development of the Atlanta University system, an early instance in this country of the affiliation and cooperation of several independent colleges, and in the formation of the United Negro College Fund.

Miss Read was born in Delevan, N.Y., in 1885 and was graduated in 1909 from Mt. Holyoke where she was elected to Phi Beta

Kappa and served as alumnae secretary until 1911. She was secretary to the president of Reed College and later secretary of the College. During World War I she served with the medical section of the National Council of Defense and in France with the YMCA. She then was assistant secretary and later executive secretary of the International Health Board of the Rockefeller Foundation.

Miss Read was a trustee of Atlanta University and of Morehouse College. She received honorary degrees from Mt. Holyoke, Atlanta and Reed. In 1961 she wrote and published "The Story of Spelman College." She leaves seven nephews and nieces including Philip L. Read, '53.

1941

EDWARD O. TABOR JR., Oct. 9 in Gaithersburg, Md. He had retired five years ago because of rheumatoid arthritis.

Mr. Tabor was born in Pittsburgh, Feb. 6, 1919. Prior to his illness he taught chemistry and physics in Brandywine, Md., for eight years. He previously was an engineer for six years with the Public Utilities Commission of Washington, D.C.

In the 1940's he was employed by Carnegie-Illinois Steel Corp. (now U.S. Steel) at its Clairton (Pa.) Works and Pittsburgh general offices. He went to Washington in 1951 as a priorities analyst for the Department of Commerce and later worked for the Navy's Bureau of Ordnance and the Army.

He did additional study at George Washington, Duquesne and Pittsburgh universities in engineering, business administration, law, Russian, French and education. He was treasurer of the Oberlin Alumni Club of Pittsburgh 1946-48.

Mr. Tabor leaves his wife, the former Margaret Engstrom whom he married in 1953, son David, his mother in Pittsburgh, a brother and a sister.

1943

STERLING G. (TERRY) MEAD, D.D.S., Sept. 30 in Washington, D.C., after a heart attack. He was an oral surgeon who operated the Mead Dental Hospital in Washington.

Dr. Mead was born in Washington, Sept. 19, 1921. He received the D.D.S. from Georgetown in 1944 and served in the Navy during World War II and in 1951-53. He was aboard the hospital ship Benevolence at the time of the Japanese surrender in Tokyo Bay.

In 1946 he joined his father, the late Dr. Sterling V. Mead, at the dental hospital. During his career he served on the staffs of Doctors, Children's and Sibley Memorial Hospitals. He also was associate clinical professor and chairman of the George Washington University Hospital section of oral surgery in the department of surgery. He was a lieutenant commander in the Naval Reserve.

Dr. Mead leaves his wife, the former Lela Henderson whom he married in 1941, five children, his mother, and five grandchildren.

1946

JOHN E. HODGEN, July 28 in Barre, Mass. He was administrator of the School Building Assistance Bureau, Department of Education for the Commonwealth of Massachusetts.

Mr. Hodgen was born in Greenfield, Mass., Nov. 26, 1922. He served with the 42nd Infantry Division from June 1943 to July 1946 and received his A.B. from Oberlin in 1949. He majored in English and was a member of the Varsity Men's Glee Club. He received the M.Ed. from Boston Univ. in 1956.

While serving in the European Theater he received the Bronze Star for rescuing a fallen comrade who had been ambushed by the Germans.

A resident of Barre for 21 years, Mr. Hodgen was teaching principal of the Barre Center School and later became assistant to the superintendent. He had been with the Building Assistance Commission since 1958 and administrator of the bureau since 1972.

Mr. Hodgen was choir director for many years at the Congregational Church and he directed a choir which sang music from the "Messiah" many years at Christmas. He was past president of Kiwanis and of the Barre Players, active in the Concord Chorus and the Worcester Oratorio Society and a member of the American Legion.

He leaves his wife (Elizabeth Lane, '44) whom he married in 1947, three daughters and five brothers.

1949

RICHARD H. SCHLESINGER, Aug. 23 of a heart attack while on a business trip to New York City. He was executive vice president of the Areawide and Local Planning for Health Action Inc., Syracuse, N.Y., a health planning organization encompassing five counties in upstate New York.

Mr. Schlesinger was born in New York City, March 26, 1924. During WWII he was an infantry sergeant. He received the M.S. in social work from Columbia in 1951 and in public health from Yale in 1960. He had been in Syracuse since 1966 and formerly was associate executive director of the Public Health Federation of Cincinnati and consultant to the Connecticut Assn. for Mental Health and the Norwalk (Conn.) Mental Health Assn. From 1951 to 1955 he was a family case worker in New York City.

He leaves his wife, the former Norma Kaplan whom he married in 1948 and who studied at Oberlin in 1948-49, and three children.

1957

CAROL (RUSTY) WRIGHT GOODRICH, Sept. 22 in Memorial Hospital for Cancer in New York City. She was born in New York City, Dec. 20, 1935, and did her preparatory study at Northfield School. Her father died in 1939 and her mother in 1955. As an undergraduate Mrs. Goodrich was active in Musical Union, Outing Club, YWCA, NAACP, WAA, Mock Convention, ACE and Coop. She majored in English and physical education.

In 1957 she began a three-year program teaching science, literature and English at the American Academy for Girls in Istanbul.

In 1964 she was married to Thomas Goodrich whom she met in Turkey. She leaves her husband, sons Keith and Derek and sister Sharon, '60.

ANNE POLLARD WHITE, in August 1972 after an extended illness. She was born in New Haven, March 2, 1936. After her marriage in 1957 to Richard A. White, '57, she accompanied him to the Univ. of Wisconsin where she completed her master's in sociology. She also held part-time positions as statistical clerk and research assistant in the department of rural sociology and co-authored several publications analyzing population changes in the North Central Region of the U.S.

The Whites subsequently moved to Kampala, Uganda (East Africa) for six years where he was a lecturer at Makerere University and she taught English in the secondary schools. Later she interviewed patients and analyzed records at the mental health clinic operated by the university's psychiatry department in an effort to relate the symptoms and signs exhibited by the patients and their attitudes toward mental illness to the degree to which they had either retained their ties to traditional tribal culture or had become acculturated through the influence of European missionaries and education. She delivered several papers to local research conferences and compiled an exhaustive bibliography of psychiatry in Africa.

After returning to the U.S. Mrs. White utilized the facilities of the Library of Congress and the National Library of Medicine to compile a bibliography on the subject of nutrition and mental illness. This was undergoing final revision at the time of her death and it will be published posthumously.

1958

KATHE VAN VECHTEN STANDEVEN, July 31 in the crash of a Delta Airlines plane at Logan International Airport, Boston. She was born in New Brunswick, N.J., Jan. 10, 1937, and had lived in California since 1960 when she was married to James Picken. In 1965 she was married to Warren Standeven and she received her M.A. in education at Stanford in 1966. She taught junior high French and Spanish in the Vallejo Unified School District and in 1970 switched to teaching of educable mentally-retarded children in Bakersfield. She worked extensively with pre-primary and primary-level trainable retardates and was an authority on the use of "stitchery" to stimulate small motor coordination in trainable mentally-retarded pupils because it is a workable media for art experience.

1971

DONALD G. HOLLISTER, Sept. 8 in Washington, D.C., of pneumonitis, following cardiac arrest during surgery last May 2. He was born in Walla Walla, Wash., June 5, 1949, attended secondary schools in Washington, D.C., and majored in history at Oberlin.

10,000 STRONG

1972

LOUISE ACHESON is living in Boston with four of her Harvard Medical School classmates, and "so far we've enjoyed living together, learning to cook. And our course in neuroanatomy was worth staying the summer for." In August she spent a week in Connecticut with Marge Fowler and Mary King, both '73, who were hiking the Appalachian Trail from north to south. During the rest of the summer she was living a few blocks from Robin Miller, '73, who has a job as a telephone line-repair person in Newton, Mass. Louise's address: 1199 Beacon St., Apt. 2, Brookline, Mass. 02146.

JENNI AERNI recently received her B.S. and R.N. from the Medical College of Virginia. She has returned to school to work on an advanced degree in nurse anesthesia, after spending the summer working in cardiac intensive care at a Medical College of Virginia-affiliated hospital. Address: 1420 #1 Oakhurst Lane, Richmond, Va. 23225.

CHUCK and Maryan (Wynn, '71) AINSWORTH are studying at the Univ. of Mainz in Germany. They spent last summer studying at the German Language Institute at Middlebury College, where Chuck began work towards his A.M. in German and won a full scholarship for his study at Mainz. Maryan, who received her A.M. in art history from Oberlin last year, is doing independent research at Mainz. Address: c/o Prof. Bruno Hillebrand, 6227 Oestrich-Winkel, Nikolausstrasse 1, West Germany.

WILLIAM BAKER and SUSAN MUNNELL were married Aug. 18 in Masury, Ohio. Both are research assistants at Yale's medical school.

LINDA CROUSE and JOHN BINDE were married Aug. 18. Attendants included ELIZABETH MESH, ELEANOR CORRENTI REES, JOHN REES and Steven Hardy, '71. John has been working as a machinist, but plans to return to seminary. Address: P.O. Box 193, Alburtis, Pa. 18011.

BARBARA BLUMENTHAL has joined the Teacher Corps and is working in Hartford, Conn., public schools. Twenty interns are team-teaching in the three high schools set up as Alternate Learning Centers for students with all sorts of school problems. The program includes study at the University of Hartford.

TED BORKAN is a graduate student at Ohio State in psychology of exceptional children. He spent last year in Ft. Lauderdale,

working at a variety of teaching and psychological testing jobs. He also audited three courses and performed with the University-Civic Chorale. Address: 42 E. 13th Ave., Apt. N., Columbus, Ohio 43213.

LYNN CARLSON is in her second year of linguistics study at the Univ. of Washington graduate school. During the summer she traveled in northern Europe and Spain with KATHY STAGGS and Kathy's sister, Christy. Address: 1515 N.E. 56th St., Seattle, Wash. 98105.

STEPHEN and MAURA (SALTZMAN) CHAPMAN are studying at the Univ. of Michigan where Steve received the Mus. M. last August and where Maura expects to receive the Mus. M. next May. Steve, who is currently enrolled in the D.M.A. program at U-M, recently won two first prizes in the 1972 National Federation of Music Clubs composition contest. Both Maura and Steve have teaching assistantships: his in composition and hers in piano. Steve has been studying with Ross Lee Finney and Leslie Bassett, and Maura is studying with Gyorgy Sandor.

LORA CHING is faculty accompanist at Texas Tech University, Department of Music, Lubbock, Tex., this year.

CHARLES C. DeMIO is teaching at the elementary level in the East Cleveland City Schools.

TERRY PETITO and Bruce Dorval were married in Cambridge, Mass., May 27. After a summer of traveling and visiting friends, Bruce has begun graduate school at Duke in clinical psychology and Terry is job hunting. Address: 3100 Mossdale Ave., Durham, N.C. 27707.

MARY FILLMORE and Jim Edwards, '73, were married Oct. 12 at the Church of the Saviour in Washington, D.C. Mary is working for the Federation of American Scientists and Jim is working in the admitting office of Doctors' Hospital, "a position I have greatly enjoyed." Address: 414 Seward Square S.E., Apt. 206, Washington, D.C. 20003.

LILA ANN EHLKE is teaching 5th grade in the Elyria City Schools.

NATHAN FORRESTER is editing technical books, consulting and writing text for Wright-Allen Press in Cambridge, Mass.

TOM GARY and MARY CATHERINE FRYE were married last June 17 in her parents' back yard in Evanston, Ill. They spent the summer traveling in Europe and house-sitting in New Jersey, where Tom has been working. In September they moved to Atlanta where Tom is in his second year of law school at Emory Univ. Address: 837-6 Clifton Court Circle N.E., Atlanta, Ga. 30329.

DEE DALLAS and Thomas A. Gibson will be married Dec. 29 at Westminster Presbyterian Church in Cedar Rapids, Iowa. Tom, a Northwestern graduate, is a Ph.D. candidate in chemistry at Stanford and is associated with the Stanford Univ. Hospital. Dee received her A.M. in education from Stanford last June and is now math instructor at the Castilleja School, a girls' private prep school. She plays third chair violin in the Stanford Symphony. Address: Woodland Arms, Apt. 306, 1717 Woodland, Palo Alto, Calif. 94303.

WILLIAM GOLDENBERG and ROBERT WEIRICH were entrants in the Van Cliburn International Piano Competition. Performers from 20 foreign countries and the U.S. entered the competition, which was held during the last two weeks of September in Ft. Worth, Tex. William is teaching at SUNY Stonybrook and Robert is teaching English and music at the Vermont Academy in Saxtons River, Vt.

BRUCE GRIFFITHS is a first year law student at the Univ. of Texas. His wife (Marilyn Doyle, '73) is a graduate student in botany at UT. Address: 1507A Brackenridge Apts., Lake Austin Blvd., Austin, Texas. 78703.

BARBARA J. HANNA is in her second year of study for her master's in viola at Yale. She will give her master's recital in December. She is also a full member of the New Haven Symphony. She spent three weeks in England last summer traveling and was also at the New College Summer Music Festival at Sarasota, Fla., where she roomed with an old Talcott roommate, Robin Bushman, '73. Address for this year: 2722 Yale Station, New Haven, Conn. 06520.

ANN KUNKEL's address at Cornell is 108 Vine St., Ithaca, N.Y. 14850.

ALICE SESSIONS and MARC LONOFF were married July 14 near Lake St. Clair in Grosse Pointe, Mich. LYNN SCHUBERT played the flute during the ceremony, and Larry Goldman, '73, was an usher. Guests included FRANK and CARRIE (CLARK) DECATO, RICK HARRIS and GORDON RIDLEY. Marc is in his second year of graduate school in economics at M.I.T. and Alice is working as a paralegal assistant with a Boston law firm. Address: 26 Meacham Rd., Cambridge, Mass. 02140.

WENDY LOSH is a Yamaha music teacher at the Music Education Center in Pomona, Calif. The Yamaha course is a method for teaching children aged 4-8 - a class situation with emphasis on having fun. They learn much as they would learn a language, with theory mixed in painlessly. Marion Brown Stone, '36, is also on the staff.

DEBORAH MIDDAUGH is a first-year student at the Univ. of Mich. medical school. Address: 1090 Island Drive Ct., Apt. 105, Ann Arbor, Mich. 48105.

MAGGIE NEVILLE is teaching four-year-olds at Gordon School in E. Providence, R.I. She recently received her M.S. in early childhood education from Wheelock College, and reports that the program is "pretty good, though the job market is as bad as rumored even for preschool." She is sharing an apartment with another Gordon School teacher who is a cousin of Stacey Coates, '70. Address: 298 Hope St., E. Providence, R.I. 02916.

PHILIP O'CONNELL has a teaching assistantship in French at Ohio University and is studying for the M.A.

RUTH OLMSTED is working on her Ph.D. in comparative literature at the Univ. of Wisconsin. Address: 550 W. Main, Box 102, Madison, Wis. 53703.

JASON POTTER and Gail Maxwell were married Sept. 2 in Boulder, Colo. Jason and Gail, who attended Antioch, are employed by the Univ. of Colorado.

JON ROSS is a first-year law student at Georgetown. He spent last year working for the Labor Department.

KATHY STAGGS is in her first year of Princeton's A.M./Ph.D. program in history of religions. Last year she was an attendant counselor at an institution for the mentally retarded and she lived in Seattle with LYNN CARLSON. Address: 3218 Graduate College, Princeton, N.J. 08450.

SUSAN TRABKA is teaching three-year-olds at the Victory Village Day Care Center in Chapel Hill, N.C.

LARRY WEXLER is in graduate school at Yale's School of Medicine, department of epidemiology and public health. During the summer he traveled in Israel and Russia. Address: 715 Harkness Hall, 1 South St., New Haven, Conn. 06510.

1971

LYNNE GENSER and DAVID BRODY were married Sept. 2 and are living at 1144 Briarcliff Place, Atlanta, Ga. 30306. Lynne is studying developmental psychology at Emory University and David is teaching in the Atlanta public schools.

G. MICHAEL BROWN is finishing his work for an A.M. in student personnel administration at Syracuse Univ. He expects to receive his degree next spring. Address: 601 Comstock Ave., Syracuse, N.Y. 13210.

STEPHEN L. BRYANT began study for the Mus.M. in voice at the University of Michigan last January.

DAVID CHICOINE and Ann Kerlin Conyngham were married Aug. 18 in Shavertown, Pa. The ceremony was performed by Chief Justice Benjamin R. Jones of the Supreme Court of Pennsylvania. Ann and David are studying at Goddard College.

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MICHAEL COLEMAN began a new job as management trainee with the City Representative's office in Philadelphia last August.

TOM CURTIS is in graduate school at UCLA in psychology, and is also working part time at the Long Beach V.A. hospital. Address: 505 Gayley Ave., Apt. 303B, Los Angeles, Calif. 90024.

BILL DALLAS graduated last Aug. 10 from the Officer Indoctrination School of the Naval Officer Training Center at Newport R.I. He is a member of the Judge Advocate General's Corps Class 7302 and has returned to Harvard Law School for his senior year. Bill is teaching a legal methods course to freshman law students. Address: 218 Dane Hall, Cambridge, Mass. 02138.

ALAN EPSTEIN is working for a truck broker company which transports imported spices and other commodities from New York City ports. Address: 452 City Island Ave., #2A, Bronx, N.Y. 10464.

JUDY GORDON recently received her A.M. in Russian history and literature from the Univ. of Chicago. While working on her degree, she studied at the Yale Summer Language Institute and at the Leningrad State Univ. in Russia. Judy is presently the clinical coordinator to the chief of staff at Billings Hospital, Univ. of Chicago Medical School.

JOEL GUERIN received the M.B.A. from Syracuse last June and is a management trainee with the Penn Brass & Copper Co. in Erie, Pa. He has bought a house on Lake Erie (R. 1, Eastlake Rd., North East, Pa. 16428), and has lots of room for visitors.

JANET HELLER is a candidate for the Ph.D. in English literature at the Univ. of Chicago. She has completed her A.M. at Wisconsin. Address: 5110 S. Kenwood Ave., #407, Chicago, Ill. 60615.

NANCY ROSEN Hildebrand is a 3rd-4th grade teacher in the Montgomery, Md., public schools.

NANCY ALEXANDER HOLLAND is studying for the M.S. in home economics at the University of North Carolina at Greensboro. Her major field is child development with a minor in recreation.

(STANLEY) TAKASHI KOSHI is playing piano, bassoon, clarinet, saxophone, flute and bass guitar with a three-man band in the Denver area. Although the "cowboy jazz" band has yet to really catch on, it was described by Carol Bell in the *Denver Post* as "certainly one of the most unusual and one of the best in Denver."

JUDITH YAROSS LEE is a graduate student in English literature at the University of Chicago.

JAMES H. LEWIS has transferred from the University of Guadalajara, Mexico, to the third-year class at Downstate Medical Center School of Medicine in Brooklyn after passing Part I of the National Boards last June.

SCOTT and PATRICIA (BURD) McCONE are in Camden, N.J. He is with the Coast Guard, stationed in Gloucester City, N.J., and Pat teaches English in East High School at Cherry Hill, N.J.

DENNIS NORDQUEST is working in the Northeastern General Personnel Department of Ohio Bell in Canton.

RICK PENDER is a teaching assistant in Case Western Reserve's English department. He received his A.M. from CWRU in 1972 and hopes to receive his Ph.D. in about two years. He and his wife, Linda, and their son, Geoffrey, are living at Hiram College, where Linda is a residence hall director. During the summer they worked for the Berea (Ohio) Summer Theater.

PEGGY TEDFORD is teaching piano at Kansas State, while finishing work on her masters from North Carolina. Address 1010 Manhattan Ave., #7, Manhattan, Kan. 66502.

ANN WALLACE has a leave of absence from Carnegie-Mellon while she serves as assistant costumer for the Trinity Square Repertory Company in Providence, R.I. Address: 243 Power St., Providence, R.I.

LANNIE WEGNER has been playing first oboe since January with the National Senfonia Orquesta de Opera of Bellas Artes in Mexico City. Address: Melchor Ocampo, 324-#6, Mexico 5, D.F.

CAROL WHITAKER is in Kande, Togo, Africa, with the Peace Corps. She is a public health worker, assisting in maternity and child care dispensaries and teaching health care on an elementary and junior high school level. She recently moved into a house of her own and "has never been happier."

LAUREL ARNOLD WILSON, gr. st. '69-'71, is instructor in art history and gallery assistant at Alfred University.

1970

ANNE WATTERUD and Lawrence Anderson were married Aug. 26, 1972. Anne received her California credential in early childhood education from Sonoma State College in 1972 and last year taught a class on "environmental education and design" at U.C., Berkeley, helping college students develop techniques and projects for teaching elementary school students about their environment. This year she is housewifing it, doing some substitute teaching and taking lots of art classes. Her husband is a graduate student at Berkeley. Address: 906B Pierce St., Albany, CA 94706.

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Write for a descriptive pamphlet and lists of job-hunting fact sheets, publications and audio cassettes. Oberlin College is a member of the Center. Placement Services are open to women and men graduates.

CAROL CLARK Barrett, an intern working on her Ph.D. in clinical psychology at the Los Angeles County-USC Medical Center, is director of a research project in which widows are asked to enroll. Carol's husband, Elwin, is working on his doctoral degree in social work at USC.

JIM BROWN is teaching a course entitled "Introduction to Cinema and Television" at the Willoughby, Ohio, School of Fine Arts. The course offers instruction in cinema technique from both an artistic and audience-centered viewpoint.

CAROL BURKE is a first-year law student at the University of Illinois. She has been awarded a Celia M. Howard fellowship by the Illinois Business and Professional Women's Clubs. The fellowship is named for a woman who practiced law in Chicago in the 1920's. Carol's address: 603 W. Green, Urbana, Ill. 61801.

LESLIE CRAPSEY and James Andries de Haseth were married July 21 in Rochester, N.Y. They now live in Chapel Hill, N.C., where Jim has a teaching assistantship at the Univ. of North Carolina and is working on his Ph.D. in analytical chemistry. Leslie is working in the Mental Health Clinic as a secretary-researcher, and is taking night classes. Address: 400 Davie Rd., Apt. 71, Carrboro, N.C. 27510.

JERRILYN HARRIS and Rodney Ewing were married last June 17. Rod is a Ph.D. candidate in geology at Stanford and Jerrilyn is teaching general music in the primary grades of the Palo Alto schools. SUSAN RENNA Grijalva attended the wedding. Address: 11B Blackwelder, Escondido Village, Stanford, Calif. 94305.

ROBIN GARRETT graduated in January from Case Western Reserve's Frances Payne Bolton School of Nursing, from which she received a grant for graduate study. She is presently working in the delivery room of Thomas Jefferson University Hospital in Philadelphia, and is considering returning to school next fall for an advanced degree in maternal and child nursing, midwifery, or both. Address: 615 South 2nd St., Philadelphia, Pa. 19147.

LYDIA SEIFTER and David Hollander were married last Aug. 19 in New York City. The ceremony included original wedding vows, a poem written by Lydia and recorded music of Beethoven, Mozart and Mahler.

BERDI SAFFORD Hruby and her husband, John, had medical research fellowships from the Washington State Heart Association last summer. Berdi assisted with a portion of the Seattle Heart Watch program which gathers data on people who have had saphenous vein heart surgery. John was working on a research study to determine new dosage schedules for drugs commonly used by patients with kidney disease. Both John and Berdi are second year medical students at the Univ. of Washington.

DOUGLAS HUMES is living with his parents at 10 Oakland Ave., Warwick, N. Y. 10990.

JOHN LAWRENCE is a candidate for the Ph.D. in history at Berkeley. He is writing his dissertation on the working class and labor movements of late 19th century San Francisco, under the direction of Leon Litwack and David Brody. He is also teaching introductory American history at Berkeley and is working on the research staff of a congressman.

BARNEY LENTZ is teaching economics at SUNY Albany which is "a far cry from the situation at Oberlin, for I have what is considered a small class in labor economics — 60 students, that is. The introductory economics course here has 690 students, but I have been afraid to see what such an assemblage really looks like." Address: 466 Western Ave., Albany, N. Y. 12203.

RICHARD H. LEVIN is studying law this year at UCLA. He received his M.A. in anthropology from Boston University last spring. He traveled in Northeastern Africa (Egypt, Sudan, Ethiopia, Kenya) all summer. Address: 2634 Fourth St., Apt. D, Santa Monica, Calif. 90405.

KITTY COUGHLIN ROOT and Romney Moseley were married July 15. They spent the summer in Romney's homeland, Barbados, where they intend to live in the future. Presently, Kitty is teaching third grade in Brockton, Mass., in a self-contained, open classroom and Romney is a teaching fellow at Harvard and a tutor in Adams House. Address: Adams House B-22, Harvard Univ., Cambridge, Mass. 02138.

JUDY WELLS Niblock and her husband, Tom, are living on the Maine coast, across Frenchman's Bay from the Acadia National Park. Tom was ordained in the United Church of Christ last June and Judy is teaching music privately. Address: Hancock, Maine. 04640.

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GAYLE PINDERHUGHES is a first-year student in M.I.T.'s master of architecture program. She is sharing an apartment with Terry Conley, '73, who is a first-year graduate student in broadcast communications at Boston U. Address: 44 E. Springfield St., #3, Boston, Mass. 02118.

CATHERINE ROHA is "alive and well and living in San Francisco" where she is draftswoman for two progressive young architects. She enjoys her work, also is learning to sail, and she plans to cruise soon. Address: 2917A Octavia St., Zip 94123.

DOUG and Sue (Rogers, '69) ROSE have moved to Apt. 5, 14120 Superior Rd., Cleveland, Ohio 44118. After a summer canoe trip through Minnesota and Canada, they painted the apartment. Doug is a first-year student at Case Western Reserve Medical School and Sue is psychologist in the Parma City Schools.

NINA SHIFRIN is music therapist at the Molloy Education Center, near Chicago.

GAIL HAINES and Steve Stalonas were married last May. Gail, who is retaining her maiden name, and Steve are living at Pendle Hill, a Quaker study center, where Steve teaches social change. Gail lived at Pendle Hill for two years after graduation, working as a cook, and spent the past year in Philadelphia working for Life Center, the Philadelphia group of the Movement for a New Society. She lived with six other people, including JULIE FORSYTHE and Peter Woodrow, '69. Gail is presently seeking employment. Address: 338 Plush Mill Rd., Wallingford, Pa. 19086.

TOM WELLMAN is working for Planned Parenthood of Vermont as regional director of the southeastern area of the state. Earlier this year he quit his job with the Ohio Parole Authority and spent a few months traveling and relaxing. Address: 132 S. Main, Brattleboro, Vt. 05301.

1969

RUTH BURTON is "still into social work but with a new focus." She is currently a psychiatric social worker for the Bayview Mental Health Center, one of the five community mental health centers in San Francisco. She has a caseload of individual clients, families and groups, including two women's groups. Most of her clients are low income, the majority black or Chicano.

HARRIET CRAIG and Walter M. (Mike) Cheatham were married last Jan. 6 in Cartersville, Ga. JEAN BAILEY JERAULD was matron of honor and Mary Curry, '73, was the organist. Harriet and Mike met in Dallas, where she was in a management training program in fashion merchandising with Sears. Mike, a graduate of Emory Law School, is with N.W. Ayer and Son. Address: 9369 Pinyon Tree Lane, Apt. 253, Dallas, Tex. 75231.

LYNN EDWARDS has postponed her plans to enter graduate school in oriental studies for at least a year while she tries life in the Pacific Northwest. Address: 3804 E. Terrace, Seattle, Wash. 98122.

MARVIN GLICK, A.M., has received the Chancellor's Award for Excellence in Teaching from the North Country Community College in Saranac Lake, N.Y. He was recommended by a special statewide advisory committee and received a special citation and a \$500 gift.

JEFFREY GORDON recently graduated with honors from the Univ. of Chicago Pritzker School of Medicine where he received the Upjohn Achievement Award which is given by the school's faculty to the senior student who demonstrates the most outstanding accomplishments and leadership during his or her four years of medical school. Jeffrey, who was a special student at the Royal Postgraduate Medical School in London during the past year, is interning at the Barnes Hospital, Washington Univ. Medical School, St. Louis.

PHIL and JANET (PHILLIPS) GRIGSBY spent the summer in Barbados where Jan did research as part of her doctoral program in sociology at Yale. Phil is currently employed by some area churches to be available for work on community needs. He is working on local projects involving housing and welfare and he edits an inner city newspaper. Jan is continuing her studies. Address: 43 Elmwood Ave., Norwalk, Conn. 06854.

GAIL GULBENKIAN is studying at Stanford for an M.A./Stanford Community College Teaching Credential Program for study in English. After she receives the M.A. she would like to teach abroad. Address: Hulme Apt. 3a, Escondido Village, Stanford, Calif.

KIM HERZINGER is in his third year of a Ph.D. program in English at the Univ. of Rochester. His wife (KERRY FRIEDMAN) is teaching eighth grade social studies in the Rochester school system. Address: 187 Fairview Ave., Rochester, N.Y. 14619.

JOHN HOLLIGER received his M.Div. from Yale Divinity School last June and was awarded the Donegan Prize. During the summer he worked at St. Luke's Cathedral in Portland, Maine, and is now in Anglican studies at the Episcopal Theological Seminary in Cambridge, Mass. Address: Episcopal Theological Seminary, 99 Brattle St., Zip 02138.

RICK JERAULD received his M.D. from Case Western Reserve last May. He and his wife (JEAN BAILEY) left Cleveland at the end of March and traveled in Western Europe and Scandinavia until mid-May, when they settled in London while Rick studied for a month.. Rick is now interning at Wadsworth VA Hospital in Los Angeles and Jean "at last, is a housewife." Address: 1122 Ninth St. #1, Santa Monica, Calif. 90403.

JACKIE PATES is teaching harp in the Richmond, Va., public schools and playing first harp with the Richmond Symphony. Last summer she spent a month teaching at the Governor's School for the Gifted at Mary Washington College. Address: 2510 Kensington Ave., Richmond, Va. 23220.

CAROL PENNINGTON and Jim Valenta were married last April 7 in Christ Church, Alexandria, Va. Congressman Charles, '28, and Harriet (Johnson, '27) Mosher attended the ceremony. Carol is secretary to the executive director of the U.S. Conference of Mayors, a lobbying group representing cities with a population of over 30,000.

LEE RESSEGUIE is a patrolman in the Oberlin Police Department and is taking police science courses at Lorain County Community College.

LAWRENCE SCHILLER received his MAT from The Citadel last August. He is now studying law at Ohio State. Diane is teaching for Head Start in Columbus. Address: 1055-H Merrimar Circle North, Columbus, Ohio 43220.

JO ANN FRECH Sparrow is teaching music at the Carrollton School for Girls in Coconut Grove, Fla., and is a part-time lecturer of violin at the University of Miami in Coral Gables.

LINDA TUDOR has "embraced a vow of voluntary uselessness and I am ecstatically doing nothing . . ." Address: 1921 Walnut St., #1, Berkeley, Calif. 94704.

RUTH WELLS is in the theater department of Temple Univ., working as the assistant designer of scenery and costume designer for the American premiere of the new Harrison translation of *The Misanthrope*.

THOMAS WITHERIDGE is in his second year of an M.A. program in social work, specializing in case work, at the University of Chicago. His address is 5110 South Kenwood, Apt. 707, Chicago, Ill. 60615.

1968

David and REBECCA (BIGELOW, M.A.T.) Brookman have moved to Pennsylvania where he is a graduate student at Penn. Address: 3901 Locust Walk, Box 429, Philadelphia, Pa. 19104.

BROCK DOWNWARD and Polly Norman were married last June 2 at Messiah Lutheran Church, Greece, N.Y. W. Edwin Domb, '67, was best man and Joann Leary Domb, '67, sang two of Vaughan Williams' "Mystical Songs." J. Melvin Butler, '67, played the viola. Brock is finishing doctoral studies at Eastman School of Music and is director of music at Messiah Church.

ISAAC GREEN JR. received the M.A. in English from Ball State in May and is enrolled for Ph.D. study in 20th century American fiction at SUNY Stony Brook.

LOIS ANN HARRIS is teaching keyboard at Goddard College this year. She is also working on her D.M.A. at Boston University. Address: 212 S. Main St., Barre, Vt. 05641.

LAIRD and ELLEN (TERRY) HASTAY have a daughter, Johanna Margaret, born last June 15 in Eugene, Oregon.

DAVID ISELE is an assistant professor of music and composer-in-residence at Notre Dame. He is also director of the Notre Dame Glee Club and University Chorus.

JENNIFER KIDNEY is teaching English composition part time at Southern Connecticut State College while working on her Ph.D. dissertation for Yale.

PHILIP KUGLER was recently appointed the assistant director of the American Federation of Teachers' legislative department. Last summer he completed a year's internship with the AFL-CIO, where he developed a labor-education campaign to reelect Congressman Ogden Reid of Westchester County, N.Y.

JEFFREY LIEBMAN received his Ph.D. in physiological psychology from UCLA last August and is doing postdoctoral work in neuropharmacology at the Univ. of Calif. (San Diego). Address: 1351 Reed Ave., #2, San Diego, Calif. 92109.

FRANK MICHAEL has been appointed managing editor of the *Canadian Theatre Review*, a new quarterly which will begin publication in January. Subscriptions and, for friends, autographed copies can be obtained by writing the *Canadian Theatre Review*, Faculty of Fine Arts, York University, 4700 Keele St., Downsview, Toronto, Canada.

DAVID NORDQUEST is assistant professor of political science at Barber-Scotia College this year. Address: 165 Union St. South, Concord, N.C. 28025.

Fulgencio and CHRISTINE (CHARLES) Ramos have a son, Mateo Charles, born last Aug. 24.

SCOTT SCHILLIN has become the assistant dean of music at the North Carolina School of the Arts. His wife, Corinne, is on the staff of the Piedmont Music Center, where she teaches beginning piano and basic musicianship. Address: 158 Joel Avenue, Winston-Salem, N.C. 27105.

RICHARD and ELIZABETH (RAMBO) SMITH have a son, Lucas Paul, born last Feb. 18. Rick is a medical photographer for a Colorado Springs hospital, and is also a member of the Springs Artists' Cooperative. Ebis was an editor for a legal publications company last year, and is now working at home.

ROGER SMITH received his Ph.D. in physics from Stanford last summer and is now a post-doctoral student at Illinois. Address: 902 W. Kirby, Champaign, Ill. 61820.

MARY JO YLITALO Sullivan is a research assistant for Dr. Fritz Bach of the Univ. of Wisconsin's medical genetics department. She is working on her Ph.D. dissertation. Mary Jo spent last year in England as a "scientific officer" for the British National Blood Transfusion Service. Address: 3302 Leopold Way, Madison, Wis. 53713.

JODY WISE received her M.M. in piano from Southern Cal. in June 1972 and is now studying privately in New York and planning solo concerts in New York and Florida this winter. Her husband, Joseph Bearman, is a clinical instructor of pediatrics at Yale's medical school and is a staff pediatrician at the Hill Neighborhood Health Center in New Haven, Conn.

BOB and JAN (CHEVALLEY) WOLFE are in Stanford, Calif., where Bob is working on his Ph.D. in statistics and Jan is spending most of her time with their year-old daughter, Sherry. Address: 115-E Escondido Village, Zip 94305.

SUSAN YOUNG received her Mus.M. last summer from the Hartt College of Music. Address: 154 Franklin St., Westfield, Mass. 01085.

1967

TOM and ANN (BENEDICT) BUTLER have moved to Bethesda, Md. Ann is an assistant professor of anatomy at George Washington University's School of Medicine, and Tom is continuing his research at the National Cancer Institute. Ann is also continuing her research in comparative neuroanatomy. Address: 6300 Wilmett Rd.

CHARLES DICKINSON is studying management at the Sloan School at MIT this year. He spent last summer as an escort to foreign visitors working for Crossroads Africa. He took four Ghanians and Nigerians all around New York. Address for this year: 95 Summer St., Somerville, Mass.

JASON HUEBSCH is now the rabbi of the Congregation Berith Sholom, Troy, N.Y. He spent the month of July touring in Spain, France and Belgium.

MICHAEL and KAREN (FRIEDBERG) NIERENBERG and their 1½-year-old daughter, Jenni, have moved to 663 W. Elm St., Bishop, Calif. 93514 where Michael is a physician in the National Health Services Corps. He has charge of an outpatient clinic which primarily serves the Native American population of the surrounding area. The Neirensbergs were visited recently by Tim and ANN (JOHANSEN) Rice and their son, Colin, and by Karen and PETER MILLER. The Rices returned last summer from 18 months in Bulgaria where Tim was completing research for his Ph.D. in ethnomusicology. The Millers spent the summer teaching at Deep Springs College, but were unaware that the Nierenbergs were in the Bishop area until the two families met by chance. Pete is now working on his Ph.D. in political theory at Santa Cruz.

TOM PELLATON is one of 17 students at the Zurich International Opera Studio, part of the Zurich Opera. Address: bei Merz, 8032 Zurich, Klosbachstrasse 163, Switzerland.

LEE SPEAR and his wife have moved to Clinton, N.Y., where he is assistant professor of music and director of the choirs of Hamilton and Kirkland Colleges. Address: 8 Stryker Lane, Zip 13323.

WAYNE STEINMETZ is an assistant professor of chemistry at Pomona. After receiving his Ph.D. from Harvard last June, he spent a month in Europe hiking and seeing parts of the Holy Roman Empire.

JOSEPH STODDART is teaching French and music in the middle and upper forms of the Advent School, an Episcopal day school, 465 Walden St., Westbury, N.Y. 11590

DAN TRUMPLER and his wife have moved from Montreal to 1030 S. Park St., Apt. 619, Halifax, N.S., and Dan has a new job as computer systems administrator in the Canadian Government Department of National Defense.

BETTY WELCH is studying for an A.M. in violin performance at Boston Univ. She has an assistantship with Roman Totenberg, head of the string department. Address: 31 Park Dr., #5, Boston, Mass. 02215.

Capt. ANDY WILSON is serving with the medical corps of the U.S. Army near Seoul. He will be there until next September, when he expects to return to the U.S. Address: 125th Medical Detachment (DA), APO San Francisco 96358.

1966

MURIEL (MINOT) and Terry Beasor have moved into their first house. Muriel has her music studio at home and has 30 pupils in voice, piano and recorder. She and Terry, who is a full-time actor and teacher, are currently co-directing a production of *Mame* in which Muriel will conduct a 14-piece orchestra. They run a boutique of Italian imports, called Peddler's Alley, during the summers on Cape Cod. Address: 269 Laws Brook Rd., Concord, Mass. 01742.

Richard ('67) and PATIENCE (BENNETT) Berkman are parents of Jethro Benjamin Berkman, born June 30, 1973. Patience is enrolled in the Independent Studies Master's Program at Lesley College, Cambridge, Mass., enjoying both the course work and her independent project.

Dr. MATTHEW COLLINGS has completed his residency in internal medicine at the Presbyterian Univ. Hospital in Pittsburgh and is now with the Kaiser-Permanente Medical Care Program in Parma, Ohio. His wife, Virginia, received her Ph.D. in psychology from the Univ. of Pittsburgh last spring and is now collaborating with one of her instructors on a textbook in sense perception. Address: 15020 Sprague Rd., Cleveland, Ohio 44108.

JENNIFER JACKSON CULBERT is a chemistry graduate student at Northwestern. She is writing her dissertation and expects to receive her Ph.D. early next year. She presented her dissertation research on photosynthesis to the first meeting of the American Society for Photobiology in June and it was published in the Aug. 28 issue of *Biochemistry*.

ALICE BANCROFT Damp is an adjunct instructor of piano at Carleton.

ALICE SELDEN and Tom Doherty were married last June 3. Alice teaches first grade in Black Earth, Wis. Tom is a social worker at an alcoholic treatment center in Madison. Address: 2604 Arbor Dr., Apt. 232, Madison, Wis. 53711.

SUSAN LINDBLOM Friedman, her husband, Daniel, and their son, Benjamin Eric, born last March 31, have returned to the U. S. after two years in India. Address: c/o Lindblom, 9 Cooper Rd., North Haven, Conn. 06473.

RON and MARIE (BISSING) HAVENS are living in Springfield, Ill., where Ron is an assistant professor of psychology at Sangamon State Univ. He received his Ph.D. in clinical psychology from West Virginia Univ. last May. He and Marie took the summer off to celebrate, and traveled to the west coast and up into Canada for a month. Address: 2317 W. Lawrence, #7, zip 62704.

ROBERT HOLDSWORTH is an assistant professor of biology at Western New England College.

NICHOLAS HORMANN is appearing in Harold Prince's production of "The Visit" at the Ethel Barrymore Theater on Broadway. He and his wife (Anne Brooks, '69) have moved to 41 W. 85th St., Apt. 1A, New York, N.Y. 10024.

HARRIET (MORRIS) and David ('69) Howell have a son, Justin Morris, born Aug. 9. Harriet teaches voice privately and for Tulsa Junior College and David is minister of music at the First Christian Church of Tulsa, director of the Continuing Learning Program for senior citizens and active in the Tulsa Opera. Address: 3718 S. Toledo, Tulsa, Okla. 74135.

The PETER KEMPERS (Laura Powell '68) have moved to 317 N. Chester Rd., Swarthmore, Pa. 19081. Peter received the Ph.D. in economics from Yale in June and is now assistant professor of economics at Swarthmore. Laura is teaching 6th grade social studies in the Swarthmore public schools.

JANE PORTER Luck is secretary for the Legal Aid Society in Greenfield, Mass.

JOHN OWENS is an assistant professor of history at Lehigh. His specialties are 15th through 17th century western Mediterranean history and comparative study of traditional monarchies.

FREDRIK WANGER is a second-year doctoral teaching fellow at Boston Univ. In addition to his duties as an applied piano teacher he is teaching a course in four-hand piano repertoire. Fredrik is a member of the Fine Arts Trio of New England and last summer was a faculty member of Boston Univ.'s Young Artist Program in Tanglewood.

1965

CECILIA CLOUGHLY Baumann is Fulbright advisor and program specialist at the midwest regional office of the Institute of International Education in Chicago. She is on leave from Elmhurst College this year.

KATHRYN HODGMAN Beam and her husband (Joel, '64) are both working for the Hadcock Music Co. in Ann Arbor. The company is a music distributing house, serving primarily colleges, universities and churches. The Beams represent the company to schools and churches in Ohio, Indiana, Illinois, Michigan and Wisconsin; buy music for the company; prepare annotated lists of new publications for customers, and help with general business operations. Joel is continuing study for his D.M.A. in voice from the Cleveland Institute of Music and Kathryn is continuing work in English toward her M.A. from Case Western Reserve. She has temporarily resigned from teaching, but plans eventually to return.

ELIZABETH BULLOCK Christianson is teaching piano at the University of Richmond and also teaching privately and performing regionally. She has formed a duo with the concertmaster of the Norfolk Symphony and plans to perform throughout the state. She and her husband, Paul, are living at 332 Roseneath Road, Richmond, Va. 23221.

Since January 1970, CAROL McLAUGHLIN has been an associate scientist at Smith, Kline & French Labs. She is living in Malvern, Pa.

DAVID MOORE is teaching at the American Embassy School in New Delhi. His wife, Mary Ann, and their daughter, Michelle, 4, are living there with him. Address: American Embassy School, Panch-

sheel Marg, Chanakyapuri, New Delhi, India 110021, c/o Dept. of State, Washington, D.C. 20521.

LEAH (LINDA) ROSENTHAL Schuman recently married Charles Taylor. Leah is working on her Ph.D. in social-clinical psychology at the Wright Institute in Berkeley. She is also chief psychologist for the Phoenix Programs in Concord, Calif., a residential and day treatment program for the severely mentally disturbed. Her husband administers a vocational rehabilitation program for the mentally ill. Address: 1262 Burnette St., Berkeley, Calif. 94702.

CAROLYN DOGGETT SMITH is working at home as a free-lance editor, mostly on college textbooks for Random House and Harper and Row. She and her husband, Guy, have moved to a larger apartment. Address: 144-45 35th Ave., 5F, Flushing, N.Y. 11354.

1964

JONATHAN EISEN has been having some trouble with his recently-published book, *Twenty-Minute Fandangos and Forever Changes*. The book is "being remaindered by Marboro Stores everywhere" and the Lowell, Vt., public library refused to accept it as a gift. Jon tried to fight the library's decision but "was defeated by overwhelming opposition to pictures of strangeness and transvestism."

LINDA (BAILEY) and David ('61) Grotke adopted a daughter, Jennifer Deborah, last December. Jenny was two in September. Linda, who tutors for the Auburn, N.Y., public schools, also plays cello with local community groups and a summer dinner theater. David is a psychiatric social worker for the Community Health Center and is teaching a section of Child Psychology at Auburn Community College.

KALEN HAMMANN and his wife, Jessica, are currently in private practice as psychologists. Their offices are in their lake-side house which they are remodeling. Address: 52 Lake Rd., Framingham, Mass. 01701.

CAROLE WALKER Harper is on the Oneida County Citizen Advisory Board on Consumer Affairs and is working on her master's at Syracuse Univ. Maxwell School of Public Affairs. She is executive director of Community Action Inc. in Utica, N.Y.

THOMAS HOPKINS is associated this year with Irwin Management Co. in Columbus, Ind. He is taking a one-year leave of absence from Bowdoin College. He and his wife (Jane Eveleth, '66) live at 3314 Grove Parkway, Zip 47201.

ALISON McNEIL Kettering will become an assistant professor of art at Swarthmore next spring.

SHARON KLECKNER became minister of music at the House of Hope Presbyterian Church in St. Paul, Minn., Sept. 1. New address: 2115 Gordon Ave., St. Paul, Minn. 55108.

HSIN-YI LEE, A.M., has been promoted to associate professor of zoology at Rutgers in Camden, N.J.

TED McKNIGHT, t, is working on a master's in adult education at Indiana Univ. this

year. His wife (MARTHA KEMP, t,) is working in the university library cataloging department. The McKnights were previously in South Africa, where they visited with JOHN TAU, t. Address: Tulip Tree House, Apt. 503, Bloomington, Ind. 47401.

ROBERT B. PETERSEN returned to the U.S. during the summer after an assignment in Sapporo, Japan, with the U.S. Information Agency. This academic year he is in the mid-career study program, attending the Woodrow Wilson School at Princeton University. Address: #2B, Kensington Arms, Hightstown, N.J. 08520.

RICHARD RICCARDI is teaching strings and orchestra at Staples High Schools in Westport, Conn. New address: 1501 W. Broad St., Stratford, Conn. 06497.

DAVID SWAIN is an administrative aide to the mayor of Jacksonville, Fla., working in intergovernmental affairs. He received his master's in public administration from Syracuse last June. Address: 2790 St. Johns Ave., Apt. 5, Jacksonville, Fla. 32205.

JOHN TAU, t, is working with the Christian Academy in South Africa and is operating a marriage counseling bureau in Soweto, the African section of Johannesburg. John's family lives in the Orange Free State because they were unable to find housing in Johannesburg. Address: Christian Academy in South Africa, P.O. Box 23628, Joubert Park, Tvl., South Africa.

1963

RICHARD D. CHAMBERLAIN has become director, bequests and deferred giving program, at Brown University. He had been associate director of development at Oberlin since 1968.

KAREN DAKIN is with the Peace Corps in Guatemala where she is doing linguistics research on native Mayan languages. She and a team of other linguists will be creating written forms of eight Indian languages which were previously only spoken.

SUSAN DARBY Grilli is teaching violin at the Westchester Conservatory of Music in White Plains, N.Y.

STEPHEN GUNZENHAUSER is the director of the adult division of the Hebrew Arts School in New York City. He is also resident conductor for the Hebrew Arts Chamber Orchestra, a professional ensemble in residence at the school.

EMMA POTTER and David Morse were married Sept. 8 in the Memorial Chapel of the Greensboro, N.C., First Presbyterian Church. Emma and David are on the faculty of Western Ill. Univ. David received his Mus.B. from the Univ. of Ariz. and his Mus.M. and doctorate from the Cincinnati Conservatory.

ROGER, t, and Pat (Vanderbilt '57) ROBBENNOLT will resign as pastors of First United Church of Tampa (Fla.) Dec. 31 to become co-pastors of First Congregational Church in Pasadena, Calif.

M. GAYLE SHEARD is instructor in voice and head of the opera workshop at Furman University.

SUSAN BOARDMAN and Carl (Sandy) Stehling were married May 20 in the Madison, Wis., Friends' Meeting. Among the guests were MICHAEL and SUSAN (SANDA) HUSTON, RUSSELL HOLMES, and

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FIELD #2 Essays by Stafford and Bly. Translations: Andrade, Rodriguez, Schröer, Kao K'i. Poems: Atwood, Benedikt, Bly, Carruth, Hugo, Kumin, Kuzma, McPherson, Merwin, Simic, Stokes, Strand, Van Duyn. . .

FIELD #3 Essays by Eich and Haines. Translations: Popa, Eich, Krolow. Poems: Creeley, Haines, Harper, Hughes, Ignatow, Levertov, Lux, Matthews, Pastan, Rich, Shelton. . .

FIELD #4 Essays by Atwood and Kinnell. Translations: Tranströmer, Herbert, Alberti. Poems: Amorosi, Bell, Benedikt, Gildner, Kinnell, Kuzma, Mella, Merwin, Ray, Schmidt, Schmitz, Sommer, Stafford. . .

FIELD #5 Essay by Shapiro on Ashbery. Translations: Jozsef, Eich, Rilke. Poems: Bly, Gildner, Goldbarth, Haines, Harper, Hilberry, Jensen, Lux, McKernan, Meyers, Rendleman, Rich, Simic. . .

FIELD #6 Prose text by Bichsel. Translations: Domin, Rilke, Péret, Krolow, Vallejo. Poems: Benedikt, Carrigan, Gildner, Kaufman, Lux, McPherson, Rendleman, Schmitz, Shelton, Simic, Strand. . .

FIELD #8 Essays by McPherson, Wright, Simpson. Translations: Rilke, Eich, Pedretti, Neruda, Popa. Poems: McPherson, Bly, Bloch, Pastan, Walker, Ozick, Kaufman, Thompson, Anderson. . .

FIELD #9 Essays by Hall, Haines, Kaufman, Benedikt. Translations: Rilke, Novak, Pedretti, Aichinger. Poems: Atwood, Levis, Woods, Francis, Levine, McPherson, Edson, Hilberry. . .

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Joseph and Joann (Finley) Elder, '51. Susan is studying voice at the Univ. of Wisconsin and Sandy is a nursing assistant and studying classical guitar. They are living in community and "find that a good thing but hard work." Susan is keeping her maiden name. Address: 118 S. Hancock, Madison, Wis. 53703.

1962

NELSON and Enid (Bayer, '60) CLEARY report the birth of their second daughter, Lesley Suzanne, last June 8. Nelson passed the thesis defense for his doctorate in music on July 19 and will receive the degree from Michigan State in December. He is assistant professor of music at Slippery Rock.

DAVID CORNELL sang the lead role of Eleazar in the world premiere of "Masada 967," an Israeli opera by Israel Eliraz and Josef Tal. The opera opened in Jerusalem July 17. Among the members of the first night audience were CARL and MARY (REISS) BEWIG.

DIANE DOWNING Lambert, her husband, Jack, and their children (John David, 3, and Elizabeth Catherine, 1) are moving to New Zealand in December. They have lived in Australia since 1971 and are leaving "for the same reasons we left the U.S.: pollution, overpopulation and the inability to support ourselves by means through which we were trained while living in a quiet, healthy, rural environment." They would like to hear from anyone interested in 21st century homesteading, alternative technologies, the Australian-New Zealand part of the world and innovations in communications information or education. Address: c/o Centre for Continuing Education, Univ. of Auckland, Private Bag, Auckland, New Zealand.

KATHERINE MORGAN MOORE is a librarian at the Univ. of Michigan library. Her husband (Corwin, '65) works on vehicle lighting and communications at the U-M's Highway Safety Research Institute. They are remodeling an old farmhouse, which is "exciting as well as musclebuilding." Address: 5330 Scio Church Rd., Ann Arbor, Mich. 48103.

VALERIE WHEELER Nammour is completing her Ph.D. in anthropology from the Univ. of Oregon and is an assistant professor of anthropology at Calif. State Univ. Sacramento, where her husband, Jamil, is an assistant professor of philosophy. The Nammours have a son, Edouard, 10. They spent last summer in Baakline, Lebanon, visiting as a family for the first time with Jamil's relatives. Address: 1108 57th St., Sacramento, Calif. 95819.

RONALD SURACE is an associate professor of music at Jacksonville (Ala.) State Univ. He teaches piano and directs the school's concert jazz stage band. Ronald is married and has two children and has been playing in the Alabama Artists Series for two years. The Series selects outstanding Alabama artists and makes them available for community recitals at a minimal fee.

MARILYN PEARCY Thursby is moderator of the United Church of Gainesville and is chairperson of the Gainesville chapter of the ACLU, on a volunteer basis. Professionally, she is federal projects evaluation

specialist for the county school system. Any spare time goes for her hobby of ornamental horticulture.

1961

DONALD GALLO, M.A.T., is professor of English at Central Connecticut State College. His work includes supervising student English teachers and teaching literature courses to young adults.

ESTHER ANSCHUTZ Golde has moved to Santa Cruz where "we expect to spend a beautiful year" while her husband Gunter teaches anthropology at the Merrill Campus of the Univ. of California-Santa Cruz.

ROBERT GRIFFITHS is an instructor of marine microbiology at Oregon State Univ. He recently completed two years of post-doctoral study on the marine bacteria of the Antarctic.

BARBARA BURNETT Groves completed her M.S.T. in secondary social science at Portland State this year. Funds from the Gilchrist Potter award, "which helped me enormously." Barbara now has four children (Jeffrey, 11, Rebecca, 9, Amy, 6, and Sally, 15 months) and she hopes to teach part time in the local community college. She and her family continue to enjoy life in the Pacific Northwest.

DIANA KORZENIK has been appointed acting chairperson of the Massachusetts College of Art's art education division.

1960

JOHN and SUZANNE (BROWN) ADAMS and their children, Jennifer, Lara and Michael, have returned to Hyattsville, Md., after spending eight months in Africa, Europe and South America. They spent three months in South Africa, where John examined black-white political and economic relationships. They spent the spring in England, where John was a visiting fellow at the Univ. of Sussex, and also traveled in Brazil, Kenya, Italy and France. John is an associate professor of economics at the Univ. of Maryland.

MICHAEL R. CODEL has moved from Geneva to the Copenhagen area to establish a base as a free-lance journalist. Mike, wife Birte, son Edward and daughter Kirsten may be found at Lysedammen 32, DK-2650 Hvidovre, Denmark.

KARLA NELSON Kniss, her husband, Ronald, and their children (Jonathan, 5, twins Heather and Holly, 3, and Robin, 1) have moved to Huntington Beach, Calif., where Ron is regional sales manager for Piedmont Industries, an L.A. mens' and boys' shirt company. Address: 6531 Vesper Circle, zip 92647.

NANCY HANAWALT Roth was incorrectly listed in the July/August "10,000 Strong" as head of the pre-school music department at the Hoff-Barthelson Music School. Nancy is actually teaching string classes to children in several schools near her home. She and her husband (Lee, '59) live at Route 6, Flemington, N.J. 08822.

ALICE GOLDSTEIN Sargent is a visiting psychologist this year at the Univ. of California at San Diego Psychological Services. She and her husband Dann, will return to Amherst (Mass.) next June 30.

RICHARD TUCKER, a member of the National Humanities Faculty, visited the Parkersburg, W. Va. schools in August to assist area teachers in designing interdisciplinary courses in the humanities and social sciences. He is an associate professor at Oakland Univ.

JOAN YARBROUGH and her husband, Robert Cowan, recently performed the world premiere of Wallingford Riegger's "Variations for Two Pianos and Orchestra" Op. 54b, with Thor Johnson and the Peninsula Music Festival Orchestra. Joan and Robert, who are a professional duo-piano team, performed several other works with the orchestra, which was part of the Peninsula Music Festival held in Fish Creek, Wis., in August.

1959

PETER HEDRICK and his wife (Libby Quarrier, '61) spent last spring in England studying recorder with Heanne Dolmetsch, who is considered one of the world's greatest recorder players. Peter is an associate professor of music at Ithaca College and Libby gives private oboe and recorder lessons and teaches at the Ithaca Community Music School.

VIRGINIA PARR LICKY received her M.L.S. from the Univ. of Oregon last August. She is now a reference librarian in the education-psychology division of the Univ. of Oregon library.

MEREDETH TURSHEN Usui is studying for a doctorate at the Institute for Developmental Studies, Univ. of Sussex, in Brighton, England. She spent three months last summer in Tanzania, collecting data for her dissertation. She is on leave from the World Health Organization in Geneva.

1958

JERRY EDISON was recently appointed liquid carpet dye coordinator for DuPont's organic chemicals department.

FRANK JONES is the technical manager of the Celanese Coatings and Specialties Co.'s industrial laboratory in Louisville, Ky.

ROBERT KREIS will conduct Gilbert and Sullivan's Mikado at Mt. Holyoke College, Feb. 5-12. The male lead, Koko, will be performed by James Ellis, '57. Robert and James previously collaborated on this musical comedy in 1961 at Highfield Theater in Falmouth, Mass., with the former Oberlin College Summer Music Theater. Kreis is music director and conductor of the Midland-Odessa, Tex., Symphony and Chorale, and last summer spent his 13th consecutive season as the associate conductor of the Shenandoah Music Festival in Virginia.

NORMAN ROY LINDSAY began a new job last July as regional director of admissions for the American Institute for Foreign Study. He is based in San Francisco.

TOM PEXTON, t, is doing advanced work in clinical pastoral education at the Univ. of Kentucky. He and his wife (Connie Stidley, '52) are living at 1184A Centre Parkway, Lexington, Ky. 40502.

NANCY MOORE Roth has been teaching music to preschool and kindergarten students at the Hoff-Barthelson Music School in Scarsdale, N.Y. for the past three years. Last summer she was head of the preschool

department for the school's Summer Arts Program. She also has her own studio.

1957

JAMES BARNES is teaching high school biology in Old Saybrook, Conn. He is also the town's summer river patrolman and is known as an environmentalist in the area.

A council composed of faculty members of five Illinois state universities, which will represent the faculties of these universities to their Board of Governors, is being chaired by DONALD DOUGLAS, a professor of life science at Governors State Univ.

GABRIEL and Sara (Hoskinson, '58) FROMMER are spending a sabbatical year in Ann Arbor, Mich., with their sons Charles, 9, and Joey, 7. Gabe is doing research in the Univ. of Michigan physiology department and Sara, who is recovering from surgery for a broken right elbow, hopes to be working part time. Address: 1615 Shadford Rd., Zip 48104.

BOB McFARLAND is an assistant professor of physical education at Frostburg State College in Maryland.

MARY STITELY Otter and her family (husband Richard and two daughters, 10 and 13) have moved to a larger house in Anderson, S.C. Richard is now working full time as a corporate and tax lawyer, after four years as mayor of Anderson. Address: 700 Woodfield Dr., Zip 29621.

1956



CHARLES T. COFFMAN was recently elected a senior vice president of the Franklin National Bank of New York. He is assigned to the New York Corporate Banking Department.

JOHN HOFMANN received his D.M.A. from Eastman in June. He is an associate professor of music at the SUNY College at Fredonia and organist-choirmaster of Trinity Episcopal Church, Buffalo. His wife (CAROL BARRETT) is director of music at the Fredonia United Methodist Church. She also teaches organ and piano privately.

CAROL RICHARDSON Holt is doing career counseling, publicity and fund-raising for the Information and Counseling Service for Women in New Haven, Conn. She is also a free-lance photographer. She and her two children live in New Haven.

FRED MOAZED has been president of an Iranian electrical manufacturing company for the past three years. His company, which makes television and radio receivers, is a joint effort with Philips Electrical Co. Fred is married and has a daughter, Maryam, 5.

MARY ANN SINGLETON Naumer received the Ph.D. from the University of Oregon at Summer Term Commencement Aug. 11. Receiving Ph.D.'s in the same ceremony were her sister and brother-in-law, Patricia and Michael Romanov.

1955

BILL CLINE received his Ph.D. in German from the Univ. of Colorado Aug. 18.

RICHARD FISKE and his wife, Michele, are doctoral students at Indiana University — Dick in orchestral conducting and Michele in French literature. Address: Apt. 3, Colonial East Apts., 3405 Longview Ave., Bloomington, Ind. 47401.

Rev. ALVA W. TAYLOR, t, senior minister at Painesville (Ohio) United Methodist Church, has been appointed a member of the board of trustees of Ohio Northern University as a representative of the East Ohio Conference of the United Methodist Church.

1954

JOANNE KOEPPE Karp recently became director of music for the Steiner School at Kimberton Farms, Phoenixville, Pa. Her sons, John, 11, and Paul, 9, attend the school. Address: 201 Lexington Dr., Phoenixville, Pa. 19460.

MARY KURTZ Monkmeyer, her husband, Peter, and their children (Susan, 13, Jim, 11, and Bobby, 5) are in Hannover, Germany, where Peter is lecturing and doing research in fluid mechanics and ocean engineering in a university laboratory. The Monkmeyers will be in Hannover until early 1974 when they will go to Trondheim, Norway, where Peter will continue his teaching and research. Mary has a year's leave from her position as organist at St. Andrew's Episcopal Church in Madison, Wis. Hannover address: Mozartstrasse 9.

1953

EMERSON BEYER, A.M.t, was recently promoted to associate professor of philosophy at Pfeiffer College. He is department chairman and has been on the faculty since 1964.



JERRY BIDLACK has become assistant professor of music and director of ensembles at Lehigh University. He had been director of music at the Buxton School in Williamstown, Mass., and instructor at Lowell State College.

MARCIA MATTSON Curran is doing part-time research for Common Cause, Sen. Metcalf and several congressional committees. Her husband, Ted, is deputy director of personnel in the State Department. They have two daughters, Sara, 12, and Diana, 9.

GEORGE FINNEGAN was recently named vice president, public affairs, for McGraw-Hill Inc. George came to McGraw-Hill from Business International Inc., a publishing, research and advisory organization for multi-national companies.

EDWARD A. HAWLEY, t, has been editing *Africa Today* since July 1972. He and his wife, Gretchen, and their daughters have been living in Denver since the fall of 1971. Gretchen is administrative secretary for the religion department at the University of Denver.

DIANA FIELD Koitie is editing a magazine for the National Museum of Kenya. Her husband, John, is permanent undersecretary of the Ministry of Tourism and Wildlife in Kenya. Diana recently traveled to the U.S. from Nairobi, visiting family and friends in New York and Washington.

Rev. J. CLIFFORD THOR, t, is pastor of the First Church of God in Charleston, W. Va.

1952

ELIZABETH POWELL Polier and David Burt were married July 18 in Stamford, Conn. Elizabeth is an art reviewer for *Park East* and is an active member of N.O.W. David, a Harvard graduate, is a sculptor and a promotion writer for Time Inc.

RICHARD ERICKSON was recently elected vice president and general manager of Warner and Swasey's Turning Machine Division, the company's largest operating unit. The division, which has plants in Cleveland, Solon, and Lima, Ohio, builds standard, automatic and numerically-controlled turning machines. Dick has been with Warner and Swasey since 1952 when he joined the company as a special apprentice in sales engineering.

BARBARA BOND Nutt and her husband, Edgar, have bought a home at 9 Hapgood St., Bellows Falls, Vt. Edgar is an income maintenance specialist with the State of Vermont Social Welfare at Brattleboro and Barbara is continuing as teacher aide in math and reading for high school children with learning disabilities in the Bellows Falls Union H.S. Their son is in the Air Force education and commissioning program and their daughter is a junior in high school.

1951

ROBERT HANSON was recently elected vice president of the Schering Corp., and general manager of the laboratories division of the international pharmaceutical manufacturing firm. He was previously president and general manager of the company's Canadian subsidiary, Schering Corp. Ltd.

1950

DAVID BEAN, artist-in-residence and professor of music at Miami Univ., is chairman of the Miami University Artists Series. He is responsible for developing a schedule of eight major concerts and several special programs for this academic year, and for planning the series for future years.

After 22 years in the Elkhart-South Bend, Ind. area, BOB RALSTON and his family (wife, Alice, and children Kevin, 12, and Ann and Amy, 10) have moved to Midland, Mich., where Bob is the coordinator of music for the public schools. Address: 2000 Burlington Dr., Zip 48640.

Rev. RODNEY SNEDEKER and Fran DeJong are serving as a campus ministry team in western New York for the New York United Ministries in Higher Education. Rodney was previously doing similar work on college campuses in the Buffalo area. The team plans to develop campus ministries in area colleges, utilizing resources of people and programs which they discover or develop.

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1949

SIEGLINDE SAUSKOJUS Isham is teaching music part time at two San Francisco area junior colleges. Her husband is a professor of humanities at California State Univ. San Francisco. Address: 95 El Verano Way, San Francisco, Calif. 94127.

JOANNE HULBERT Yeager and her family moved recently to Pittsburgh where her husband, Robert, is director of international planning and investment for Rockwell International. The Yeagers have five children: Anne, 13, John, 11, Jane, 9, Bill, 7, and Bobby, 2. Address: 2187 Ben Franklin Dr., Pittsburgh, Pa. 15237.

1948

MICHEL BLOIT is the general manager of his family's firm, "Porcelaine de Paris." The company, which is 200 years old this year, has been producing china since July 14, 1773.

MARY WILLIAMS Greene is the associate program director for anthropology at the National Science Foundation. Her husband, Joe, is a junior at Antioch. Her husband's children (Joe, 13, and Cindie, 11) live with them.

WILLIAM GUENTHER's college textbook, *Quantitative Chemistry*, has recently been translated into Japanese and Portuguese. William is a professor of chemistry at the University of the South.

RUTH COLE Koran and her husband, Leo, are social workers in California. Ruth works in adoptions. Leo, who heads San Diego's Conciliation Court as a marriage counselor, is "so tired of listening to arguing at work that we've given it up ourselves!" They have two adopted children, David, 9, and Margie, 7.

GOLDWIN POLLARD, t, is a Protestant chaplain at the Philadelphia State Hospital. He was recently promoted to colonel in the Army Reserve.

EUGENE UYEKI is provost of social and behavioral sciences at Case Western Reserve.

HERMAN YOUNT is president of the Cleveland Patent Law Association this year. He is the senior partner of the Cleveland law firm Yount, Tarolli and Weinshenker.

1947

Dr. RICHARD W. COMBES and his wife (Angela Wright, '49) have moved to 3 Robinwood Lane, Rutland, Vt. 05701. Dick is anesthesiologist at the Rutland Hospital. Their daughter, Holly, is a senior at Oberlin.

ANDREW LEE was recently elected to the board of governors of the Academy of Motion Picture Arts and Sciences, the first time a research department head has ever been elected to the Board. Andrew, a motion picture research librarian, wrote an article for the 1973 edition of *Variety*, defending the existence of motion picture libraries. His appointment to the board "was timely in that the libraries need all the defense they can get."

1946

LES GORDON is director of the Development Advisory Service at Harvard and does much traveling to underdeveloped countries where the Service has projects. His wife (Beth Forbes, '48) has been working part time at the Mystic Valley Mental Health Clinic in Lexington, Mass., and is going to school this fall.

1945

LES PROSS recently had an exhibition of landscape paintings at Morehead State Univ. The 55-piece show featured oils and acrylics. Les, a past president and member of the Kentucky Guild of Artists and Craftsmen, is chairperson of the Berea College art department.

CONSTANCE LUDWIG Roche recently finished four years of classes at the Boston Museum of Fine Arts and she plans to do further work there and at Decordova in Lincoln, Mass. Her husband, John, is Henry R. Luce professor of civilization and foreign affairs at the Fletcher School of Law and Diplomacy and adjunct professor of history of American civilization at Brandeis. His syndicated column appears in over 150 newspapers. His next book, "Sentenced to Life: Reflections on Politics, Education & Law," will be published by Macmillan next spring. Their daughter, Joanna, is a freshman at Brandeis.

V-12

FRANK GRIFFIN is president of Irwin-Dorsey International, an economics and business book publishing company. Address: 13A Chalcot Square, London NW1, England.

1944

GAYLE CHOATE Johnson paintings were exhibited at the Prendergast Art Gallery in Jamestown, N.Y., this fall. The exhibit was entitled "A Year's Work" and it included mostly acrylics and some mixed media.

MARGARET FULTON Sailer, associate professor of education at St. Joseph's College, Philadelphia, is director of student teaching and certification for the college. Her husband, George, devotes his time to Common Cause, daughter Jan is in sixth grade and son Tom is in ninth grade.

1943

The BRAD HIGBIEs (Jane Herzog, '42) are in Fullerton, Calif. (1973 Smokewood Ave., Zip 92631) where Brad is building up the California branch of his own manufacturing business. They recently returned from two years in Ghana where Brad was doing volunteer work for Technoserve Inc., trying to develop small businesses.

DON WEBER received the M.B.A. from the University of Chicago last June.

1942

ELEANOR WESTERMAN Anderson is the coordinator of staff development and placement for the Aerospace Corp. She administers the company-sponsored educational programs and develops and conducts career counseling and retirement counseling programs.

RUTH HOUSTON Humes has moved to 10 Oakland Ave., Warwick, N.Y. 10990.

1940

ROGER GARRISON has become director of special programs and continuing education, a new post, at Westbrook College (Portland, Maine) where he has been a member of the faculty since 1967.

JOHN GRUENBERG has re-opened his public relations firm in Philadelphia. He founded the firm in 1968 but had it closed for the past 2½ years while serving as director of public relations for Mel Richman Inc.

HUGH STUART has retired after teaching in the New Jersey public schools for more than 33 years. He and his wife, Barbara, will be moving to Albuquerque, N.M. about Jan. 1, where "I expect to write music, play golf, and who knows what else." Albuquerque address: 309 Wellesley Dr. SE, Zip 87106.

1939

ROBERT MEIJER has been appointed visiting professor for two years at SUNY Utica-Rome. This is a new SUNY branch, which has only junior and senior classes in the fields of technology, applied science and other applied studies. The college plans to add a master's program in the future.

1938

PEG KRIETE Gressitt has moved to New Guinea where she and her husband will be full-time managers of the Wau Ecology Institute, an organization dedicated to the study and conservation of the flora, fauna and ecology. Peg finds it an exciting time to be in Papua New Guinea, which will soon achieve political independence. She plans to "transfer my agonizing over Hawaii politics to an effort to encourage this new country away from the kind of campaign practices that led to Watergate." Address: c/o Wau Ecology Institute, P.O. Box 77, Wau, Papua New Guinea.

SUMNER HAYWARD has been named coordinator and mentor of "Arts and the City," a new program offered by the Manhattan Unit of SUNY's new Empire State College. The program, which encompasses the visual, performing and communication arts, involves full and half-time contracts between students and their mentor in a "college without walls" situation. Average age of the students is 32 years and graduation is offered to those completing 36 months of contract study. Empire State is the only institution in the SUNY system authorized to confer both A.B. and A.A. (associate of arts) degrees — the latter after 18 months of study.

MUSIC FROM OBERLIN

Thirty-five radio stations in the United States now broadcast the weekly series of programs, "Music from Oberlin," sponsored for the eighth year by the Oberlin College Conservatory of Music. Programs are drawn from regular concerts given on campus by performing groups and soloists at the Conservatory. Faculty and student ensembles are represented. Information regarding broadcast times can be obtained by calling the station in your vicinity.

STATE	CITY	STATION
California	Los Angeles	KPFK
	San Francisco	KALW
Colorado	Denver	KVOD
D.C.	Washington	WAMU-FM
Florida	Jacksonville	WJCT
	Miami	WTMI
Georgia	Atlanta	WGKA
Iowa	Ames	WOI AM/FM
	Iowa City	WSUI
Illinois	Chicago	WNIB-FM
Indiana	Indianapolis	WIAN
Kentucky	Louisville	WHAS-FM
Maine	Portland	WDCS
Maryland	Baltimore	WBAL-FM
Michigan	Detroit	WQRS
	Interlochen	WIAA
Minnesota	Collegeville	KSJR-FM
	Minneapolis	KSJN-FM
	Fargo-Moorhead	KCCM-FM
Missouri	St. Louis	KFUO-FM
New York	Buffalo	WBFO
	New York City	WNCN
	Rochester	WBFB
Ohio	Cleveland	WCLV
	Columbus	WOSU
	Youngstown	WYSU
Oregon	Portland	KBPS
Pennsylvania	Wilkes-Barre	WYZZ
	Pittsburgh	WDUQ
Tennessee	Memphis	WKNO
Texas	Dallas	WRR-FM
Virginia	Newport News	WGH
Washington	Pullman	KWSU
	Seattle	KING-FM
Wisconsin	Milwaukee	WFMR-FM

W. DICKERSON HOGUE has recently returned from two months in Taipei, Taiwan, where he advised the Namchow Chemical Industrial Co. Ltd. on management operations. He performed this service as a member of the International Executive Service Corps, a non-profit corporation which arranges for retired executives to share their managerial know-how with enterprises in developing nations. Hogue is the retired president and general manager of Procter and Gamble A.G., Switzerland.

JAMES RICHARDS, a professor of physics at the State Univ. Agricultural and Technical College at Delhi, N.Y., has received the University Chancellor's Award for Excellence in Teaching for 1972. It included a \$500 prize.

1937

ALVA BEATRICE MAXEY, A.M., has received her Ph.D. from the Univ. of Saskatchewan.

1936

Dr. G. DUNCAN HINKSON, A.M.t, was recently appointed Honorary Consul of Barbados in Chicago. Dr. Hinkson, a native of Barbados, has lived in the U.S. since 1929.

1935

ROBERT ATHEARN is the buyer for the Vermont Book Shops, headquartered in Middlebury, Vt. His interest in music continues, and he "subjects the dear folk at the Middlebury Congregational Church to pretty much the length and breadth and, I hope, depth of the organ literature throughout the year." Address: P.O. Box 543, Middlebury, Vt. 05753.

1934

RICHARD W. ADAMS has been appointed executive secretary of the Insurance Brokers Association of New Jersey Inc. which draws members from the 19,628 licensed brokers in New Jersey and has members in eight other states and the District of Columbia. Adams is president of Analytical Service Co. and vice president of D.A. Cundari Analytical Service, both insurance brokers and agents. He also is a registered representative of J.W. Weller & Co. in the service and sale of stocks, bonds and mutual funds. His wife (Roberta Gamber, '35) is librarian at the Mt. Hebron School in Upper Montclair. They have lived in Montclair for 30 years.



Adrian Sanders, husband of RENA MATSON, died unexpectedly last Aug. 6 at St. Mary campgrounds in Glacier National Park. He was 62 and had retired in 1971 from the Adamson United Machinery Co. in Akron, Ohio. Rena and her husband were on a camping trip celebrating her retirement in June from the administrative staff at Kent State, where she had spent 16 years on the staff of the dean of women and the office of

student residence life. They had been visiting their daughter, Susan, a Kent State senior who was working at Glacier Park last summer. A son, Russell, lives in Akron.

1931

RALPH MOULD is now minister of education at Woods Presbyterian Church in Severta Park, Md., after seven years as education secretary for the World Council of Churches in Geneva, Switzerland. He received an L.H.D. from World Univ. in San Juan, P.R., last July.

1930

JOHN F. ADAMS recently returned from Cali, Colombia, where he shared his knowledge of the seed business with Colombian firms as a member of the International Executive Service Corps, a non-profit corporation which arranges for retired executives to provide managerial know-how to enterprises in developing nations.

ROBERT W. CAIRNS, executive director of the American Chemical Society, has been elected vice president (president-elect) of the International Union of Pure and Applied Chemistry. He will automatically become president of the organization in two years.

BOB and MARGARET (MASTERS) CONNER have moved to Sun City, Ariz., where Bob will continue working as a tax consultant and Peg will continue her work in genealogy. Address: 13813 Whispering Lake Dr., Zip 85351.

KAY HOPWOOD, '70h, retired last June as dean of students at Hunter College, a post she had held since 1955. She previously was associate dean of students at Ohio State.

LAURA SAYERS Moore has retired after a 36-year career as teacher and librarian in the Niles, Ohio, public schools. She also taught for three years in San Juan, P.R. Her last assignment was as Edison Junior High School librarian. This winter she plans to visit her son (David, '65) and his family in New Delhi, India. David is teaching at the American Embassy School.

1929

COTTON KIRACOFE and his wife (Kay Hoffman, '33) have retired from teaching at Edison Junior High School in Niles, Ohio.

1928

STEPHEN and HELEN (COOKE) COOL are now spending winters in Miami, Fla. From Oct. 15 to April 1 their address is: 252 N.W. 3rd St., Miami, Fla. 33128.

MABEL MOTT Jackson is living with her brother in Champaign, Ill. She is near her daughter (Marilyn Jackson Nichols, '59) and the Univ. of Illinois "which offers much cultural interest." Address: 29 Willow Ct., Lake Park, Zip 61820.

CHARLES B. MILLER has been re-elected to the board of trustees of Ohio Northern University for a five-year term by the East Ohio Conference of the United Methodist Church. He was first elected in 1966.

1926

MARY BLACKWOOD Hebard, k, and her husband, Glen, have returned to California. She is still publishing children's stories and poems and is also occasionally selling her paintings. Address: 3170 P. Alta Vista, Laguna Hills, Calif. 92653.

BESSIE STACKPOLE Shober is concluding a three-year term as chairperson of the certification board for the South Dakota Music Teachers' Association. The program is relatively new in the state, but now includes a large number of music teachers. Mrs. Shober has taught piano independently, after several years of teaching at Huron College and at Northern (S.D.) State College.

1923

RALPH and Mercedes ('26) SINGLETON watched the University of Oregon's Summer Term Commencement Aug. 11 at Eugene with treble pride as their daughters Mary Ann Naumer, '56, and Patricia Romanov and Patricia's husband, Michael, all received Ph.D.'s.

1921

CARROLL and HAZEL (ROBINSON) LAHMAN celebrated their 50th wedding anniversary Sept. 1. Address: Village View Farms, Franklin Grove, Ill. 61031.

JOCELYN TYLER is the editor of "For a More Responsive Government: A Legacy of Jeanette Rankin," a newsletter recently published by the Women's International League for Peace and Freedom. The late Jeanette Rankin, the first woman elected to the U.S. Congress, campaigned for women's suffrage, maternal health care and other social concerns. She also supported direct presidential elections. Miss Tyler in the newsletter urges others to carry on Miss Rankin's work.

1910

OLIVER and Gertrude (Hocking, '11) RICHARDS celebrated their 60th wedding anniversary Aug. 16 at the Tiffin, Ohio, home of their daughter and son-in-law, Barbara (Richards, '41) and Leslie Fishel Jr., '43. Of the 42 family members who gathered for the occasion, 16 were Oberlin alumni. They included Walter H. and Jeanne Lesser Richards, both '37; Richard and Elizabeth Seitters Richards, both '38; Nelson Richards, '40; Ruth (Richards, '45) and C. Edward Cole, '48; N. Mark and Barbara Geisler Richards, both '61; W. Bruce and Jean Pritchett Richards, both '61; Christopher Richards, '67, and J. Scott Richards, '68.

1906

ETHEL VAIL Franquemont has moved into a retirement home, Crestview Acres. She recently sold her home, where she has lived for 52 years, and spent some time traveling. Mrs. Franquemont will be 92 years old Nov. 10. Address: 916 Ashworth Rd., West Des Moines, Iowa.

ALFRED PUHAN, '35

An effective career in foreign service

When Alfred Puhan, '35, received the Superior Honor Award of the U.S. Department of State last August, the occasion of its presentation marked the end of a distinguished four years' service as U.S. ambassador to Hungary.

Now retired after serving as a Foreign Service officer for 20 years, Al lives in McLean, Va., with his wife (Fairfax Judd, '37). His career in government service dates back to 1942 when he resigned as German instructor at Rutgers to become one of the broadcasters of the fledgling "Voice of America."

Al was a commentator, producer and writer. Upon the arrival in the U.S. of the first German prisoners of war from the North African campaign, he spent two months in 15 prison camps in the Southwest, interrogating POW's and encouraging them to send personal messages to their relatives in Germany. Some 1500 men recorded greetings to their families who listened to the "Voice of America" despite the fact that it was forbidden by the Nazi government.

In 1944 he went to London to become chief of the American broadcasting station in London which beamed everything from Glenn Miller's orchestra to messages from Gen. Eisenhower to Germany. During 1945 he was attached to the Information Control Division of the Army in Paris, Luxembourg and Germany and he was chief civilian authority at Radio Luxembourg. A fractured back caused his return to the U.S. and from 1946 to 1953 he was program manager for the Voice of America.

In this capacity Al supervised the work of 300 persons engaged in sending the VOA programs in 24 languages. The VOA began broadcasts

to Russia in 1947 with the idea that there were four million radio sets in the Soviet Union and that the people were hungry for news because their newspapers were of no value.

By 1950 the Russians had employed 259 transmitters and a large corps of engineers to jam the newscasts. It was more expensive for the USSR to black out the broadcasts than it was for the U.S. to produce them.

After joining the Foreign Service in 1953, Puhan's first assignment was to Vienna, at that time under four-power occupation and 100 miles behind the Iron Curtain. He and Fairfax and their three small children found it highly interesting. Al was

U.S. secretary for the Allied Commission for Austria and he worked with Ambassador Llewellyn Thompson, '68h, on preparing the treaty for Austria. After it was signed, Puhan stayed on as political officer and finally as Counselor of Embassy in Vienna. The high point of his last two years was the uprising in neighboring Hungary. With his knowledge of German, Al knew all the political figures in the country and got to know most of the Americans who went there on official missions. He was interpreter and companion for Richard Nixon, Adlai Stevenson and others.

Returning to Washington in 1957, Puhan became deputy director and then director of the Office of International Administration. This job was concerned with U.S. participation in some 32 international organizations such as WHO, UNESCO, FAO and NATO. He was adviser to U.S. delegates to the World Health Assembly in Geneva, the International Atomic Energy Agency in Vienna and the U.N. in New York City.

Prior to becoming ambassador to Hungary, Al was executive director of the Bureau of European Affairs, deputy chief of mission at the American Embassy in Bangkok with the personal rank of minister, director of the Office of German Affairs and acting deputy assistant Secretary of State for European Affairs.

Puhan was born at Marienburg (then Germany) and came to the U.S. with his parents in 1925. He went to high school in Sandwich, Ill. He ranked first in his graduating class at Oberlin and graduated Summa Cum Laude with Honors in German. He received the A.M. from Cincinnati and did further study at Columbia.



WINTER WEEKEND AT OBERLIN

January 11-13, 1974

An open event for alumni, parents and friends of Oberlin, sponsored by the Extended Education Committee of the Alumni Board.

Activities run from 5 p.m. Jan. 11 to 1 p.m. Jan. 13. Free time is planned for social hours, athletic events and informal discussions with faculty and students.

Faculty

John B. Dunlop, assistant professor of Russian
In the Hurricane's Eye: Alexandr Solzhenitsyn and Contemporary Soviet Dissident Intellectuals

The discontent of Russian writers, scientists and philosophers with government censorship and repression centers around Solzhenitsyn. Because of his international reputation, he seems to be above persecution, although he defends others less known.

James J. Helm, assistant professor of classics
Social Stress and Individualism in the Hellenistic World

A consideration of alternative responses to the death of a political institution: the popular philosophies of Cynicism, Epicureanism and Stoicism.

David A. Love, instructor in philosophy
Wittgenstein

An exploration of some aspects of the work of Ludwig Wittgenstein, one of the most important philosophers of the 20th century, with special attention to his theories of mind and his analyses of mental concepts.

Brenda Way, assistant professor of modern dance
Casting for '74

The Oberlin Dance Company, first in the performance of a dance piece, second in reflection on and analysis of it, and third in developing a sequel to it in collaboration with the audience. Wear comfortable clothes.

REGISTRATION FORM

Please make reservations for me at \$15 per person for the 1974 Winter Weekend, Jan. 11-13, 1974. My check for \$ is enclosed. (Checks should be payable to Oberlin College.) Also, please reserve the following for me at the Oberlin Inn for nights.

. Single at \$13 per night	 Double at \$18 per night
. Single at \$17 per night	 Double at \$21 per night

NAME: _____

ADDRESS: _____

Please return to the Alumni Association, Bosworth Hall, Oberlin, Ohio 44074 before Jan. 1, 1974.